



CUKUROVA
UNIVERSITY

CU SoFL

MAGAZINE ONLINE



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A Warm Word from the Director:

Dear Reader, this issue's theme of our newsletter is *social responsibility*, a very relevant topic when there is an utmost need for solidarity, compassion and sympathy in the face of such great adversity in our immediate and distant environments. No day passes without the announcement of some negativity occurring in the world: pandemics, earthquakes, fires, tornadoes, cyclones, floods, landslides, migration crises and whatnot. In every such event, we witness large scales of humanitarian, climatic and environmental consequences profoundly impacting all of us. All we see has taught us an invaluable lesson: no one is immune! Hundreds and thousands of fatalities, hundreds of thousands of casualties and displaced people present to us a blaring picture of our fragility and precariousness. The well-known 'butterfly effect' has never been so meaningful. For those of us who can, there is no better time to extend a hand to those in need, wrap the wounds of the injured, pass a glass of water to the thirsty, feed the hungry, shelter the roofless, and protect the weak. Stay in good health...

Prof. Dr. Yonca ÖZKAN

Director

Institutional News in Brief

The "Second International Language-for-All Conference" will be held by SoFL on October 19-20, 2023.



Prof. Dr. Yasemin
BAYYURT



Prof. Dr. Martin DEWEY



Prof. Dr. Mehmet
DEMİREZEN



Prof. Dr. Kata CSİZÉR



Robyn STEWART

**SECOND INTERNATIONAL
LANGUAGE-FOR-ALL CONFERENCE**
ÇUKUROVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Shades
and
colours
forming
culture



Dedicated to all those affected by the devastating earthquakes in Türkiye on February 6th, 2023

 October 19 - 20, 2023  lfac.cu.edu.tr

 Adana, TÜRKİYE  [sofl_lfac](https://www.instagram.com/sofl_lfac) 

CALL FOR PAPERS

Dear Colleagues,

We are pleased to warmly welcome you to the **Second International Language-for-All Conference (LFAC '23)** which will be held on **19-20 October 2023** at Çukurova University, Adana, Turkey. This year we are celebrating the 50th anniversary of our institution and we would be more than glad to host you at our campus. The scope of this year's conference is **Cultural Diversity and Multiculturalism**. Also, papers in the following fields are welcome:

Applied Linguistics

Corpus Linguistics

Discourse Analysis

English as a Lingua Franca (ELF)

English for Specific Purposes (ESP)

Global Issues in Language Education

Language Acquisition

Language and Education Policy

Language and Identity

Language Education in the Digital World

Language in the Curriculum

Language Teaching and Learning

Language Testing and Assessment

Language, Culture and Society

Literature and Cultural Studies

Literature and Gender Studies

Literature and Language

Psycholinguistics

Teacher Cognition and Teacher Development

Teacher Engagement with Theory and Research

Teacher Education

Our keynote speakers are **Prof. Dr. Yasemin BAYYURT** from Boğaziçi University, **Prof. Dr. Martin DEWEY** from King's College London, **Prof. Dr. Mehmet DEMİREZEN** from Kapadokya University, and **Prof. Dr. Kata CSIZÉR** from Eötvös Lorand University. We will also have a workshop to be conducted by **Robyn STEWART**.

Yasemin BAYYURT is a professor of Applied Linguistics in the Department of Foreign Language Education, Boğaziçi University, Istanbul, Turkey. She graduated from Boğaziçi University's Department of Foreign Language Education in 1989. She completed an M.A. at Lancaster University in England in 1992 and a Ph.D. in 1997. Currently, she is involved in projects investigating ELF-aware in- and pre-service teacher education, telecollaboration/intercultural communication in social media. She is recently interested in carrying out research on a blended learning approach for engineering education.

Martin DEWEY is Reader in Applied Linguistics at King's College London. Martin's research focuses on the globalization of English, the role of English as a Lingua Franca, and multilingualism. This research primarily entails exploring the relevance of multilingualism in language teacher education and the impact this has on how we conceptualize language and language knowledge in English language teaching. His research interests also include a focus on attitudes towards multilingualism, language ideologies and critical pedagogy in teacher education and professional development. He has presented and published widely on this empirical work. He is co-author, together with Alessia Cogo, of *Analyzing English as a Lingua Franca: A Corpus Driven Investigation* (Continuum 2012) and co-editor, together with Jennifer Jenkins and Will Baker, of *Routledge Handbook of English as a Lingua Franca* (Routledge 2018). Martin is Editor-in-chief of [*Journal of English as a Lingua Franca*](#).

Mehmet DEMIREZEN holds a PhD in linguistics and has been working as a professor of linguistics and English language education since 1998. His research areas are teacher education, educational phonetics and phonology, educational linguistics, teaching pronunciation and intonation, teaching writing, teacher education, and translation studies in foreign language teaching. He is a teacher educator and is also an ELT consultant. Presently, he is teaching at Kapadokya University in the Department of Translation and Interpreting, Ürgüp-Nevşehir.

Kata CSIZÉR's main field of research interest is the social psychological aspects of L2 learning and teaching, as well as foreign language motivation. She has published over 100 academic papers and has co-authored several books, including the recent *Palgrave Macmillan handbook of motivation for language learning* with Martin Lamb, Alastair Henry and Stephen Ryan. She is editor of the *Journal of Second Language Learning and Teaching*.

Robyn STEWART is a teacher, teacher trainer and life-long learner based in Istanbul, Turkey. She holds a bachelor's degree in Drama and a master's in Intercultural Communication from New York University, along with Cambridge CELTA and DELTA, and is currently pursuing a second master's in TESOL. Robyn has worked with teachers in Thailand, Malaysia, Jordan, Turkey, the United States and Indonesia, where she served as an English Language Fellow for the 2017-2018 academic year. Robyn and her team were the recipients of the British Council's award for Excellence in Teaching and Teacher Training in 2016.

Call for Papers	April 7 – June 5, 2023
Notification of Acceptance	August 7, 2023
Registration and Payment Deadline	August 26 – September 15, 2023
Language-for-All Conference	October 19 – 20, 2023
Full Paper Submission Deadline	November 1, 2023

All accepted abstracts and full papers will be published online with an ISBN as *The Second International Language-for-All Conference: Book of Abstracts* and *The Second International Language-for-All Conference: Book of Proceedings* respectively.

For more information, please visit [the conference website](#).

Best regards,

LFAC Organizing Committee

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 Turkey (also foreign instructors teaching in Turkey)
- 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 made as a 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. (Check the template)

Please follow the submission guidelines!

You can download the template from the following website:

<https://yadyo.cu.edu.tr/cu/Dergi>

Please send all your works to the following e-mail address:

cusoflmagazine@gmail.com

MESSAGES FROM 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,

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 questions, send an email to cusoflmagazine@gmail.com

Organizing Team:

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The theme of the sixth issue:

Social Responsibilities and Ethics

Biodata

Aykut DEMİRYÜREK graduated from the Department of English Language Teaching at Çukurova University and completed his Master's degree in the same department at Hakkari University. He worked in various state schools for approximately 9 years. Currently, he is a lecturer in the School of Foreign Languages at Çukurova University, Türkiye. His main interests are ELF-EIL, culture, and local culture in ELT.

THE HEARTS FIND PEACE IN DOING GOOD AND RIGHTEOUS DEEDS

Human beings build societies on earth and thus are imposed a social responsibility. Our morals and values are at the forefront of this responsibility. Each individual living in society, whether rich or poor, needs each other. Concordantly, what keeps us alive is our values, morals, and social responsibility awareness. Helping each other is a natural consequence of living in a community. It is impossible to live with others and not need help. Social assistance is provided by sharing labor with love. By joining hands, the feelings of unity, helping, and solidarity among people develop, the morality of brotherhood becomes widespread, and negative emotions and thoughts such as grudge, hatred, jealousy, and enmity that may arise among people for various reasons are prevented. This article will touch on the issue of helping each other, considering our beliefs, values, culture, customs, and traditions, particularly pinpointing the earthquake disaster we have experienced recently.

In a way that leaves no doubt, on the first day of the earthquake, we drove to Hatay to ensure our family, relatives, and friends were well and to help them. When we arrived there, we were horrified by what we observed. It took us about 5 hours to arrive due to traffic jams and cracked roads. After arriving there, we tried to meet the essential needs of our families, relatives, and friends. After meeting the vital requirements, we drove to Antakya on the fourth day of the disaster. We had previously stated to the relevant authorities that we could voluntarily act as translators for search and rescue teams in case of need. To the best of our belief, it was our moral responsibility that we had to do.

We tried to help the search and rescue teams for a week, and of course, we had to sleep in a tent during these days. We always had a question in our mind: “How can we conduct our duties as citizens in this circumstance.” Following the days, we participated in an organization distributing food to the earthquake victims as translators. However, we conducted not only translation works but also distributed food, carried pans and pots, set up tents, and so on. We tried to work days and nights for approximately one month. Wholeheartedly when carrying out such activities, nobody feels tired. It was something we had to do. I guess it was a minor thing we did among what people did. Many people tried hard to help while they were at home. Some people headed to the area to see if we could pick up the rubble. These are not things to brag about. These kinds of works are what we should be doing anyway, without expecting any reward or praise from anyone. This is a requirement of our beliefs, culture, and morality.

In a nutshell, social responsibility refers to acting to benefit society without considering personal interests. A wise man might fully define the meaning of this responsibility. He said, “I remembered there was some gold—or silver—at home. I ordered it to be distributed as soon as possible so that it would not prevent me from hastening in goodness.” Self-sacrifice, sharing, succoring, sharing grief, showing kindness, and even smiling can be the key words in hugging this responsibility.

The long and the short of it, “each one hath a goal toward which he turneth; so vie with one another in good works.”

Aykut DEMİRYÜREK
Lecturer

Biodata



Neşe SONÇAĞ YAZAN is a lecturer in the School of Foreign Languages and has been working as an ELT instructor for over 25 years. She currently leads the department of Compulsory English Classes. She loves podcasts and is interested in learning. She volunteers in an NGO which works to provide support for university students.

GEN ZERS –A SELFISH OR A SELF-DEVOTED GENERATION?

Like me, as a mother of a 23-old, many parents complain that Gen Zers are messy, selfish and lazy and that they don't even pick their socks up from the floor or pile up cups, glasses and plates in their rooms. However, I find it surprising that these same young people do not hesitate to take responsibility to lead the charge for change on a variety of social issues.

It's an undeniable fact that Gen Z is more socially conscious than our generation. Therefore, they often bring attention to important issues like climate change, social equity among race and gender identities, human rights and economic concerns. Being also a member of the generation of digital natives, they are very successful at using social media. They are aware that they can use the media influence as a powerful weapon against rule-makers, authorities or their opponents. Most of the time they become successful in making their voices heard and shifting attitudes for which they struggle.

It's also clear that the Gen Zers do not hesitate to take responsibilities when it comes to social events. Since the earthquake hit our region on February 6, they have been doing their part in the affected zone as volunteer workers. The young adults who prefer to stay in their comfort zones when they are at home, now sleep in tents, carry sacks as heavy as themselves, and can do without things normally they are used to. They are now in the region as psychologists, teachers, trainers, cleaners, cooks or just workers, giving hands to the people who survived the disaster and warming their hearts.

Criticizers of Gen Z should be ashamed of their prejudices. They would think that they are not good at teamwork, are selfish, apolitical and would sit in front of the computer for hours and hours. However, they got organized in a very short time on social media and despite the closed motorways and freezing cold, they arrived at the quake zone to do their best. Some went to Maraş, some others to Antakya, Adıyaman or Urfa. *'They were so kind and respectful when giving supplies or food they cooked to the victims that I wanted to hug each of them and wanted to say I'm so glad to have you.'* says one of the volunteers in the area. *'They emphasized with the victims without whining and without political polemicizing.'* says a friend of mine who has just come back from the region. Isn't it a pure self-sacrifice, self-devotion? It sure is.

Let Gen Zers be courageous. Let them fight for their rights. Let them free. Let them leave their dirty socks on the floor. ☺ Most importantly believe them and show that you believe in them because they recognize their responsibility in shaping a more equitable future.

Neşe SONÇAĞ YAZAN
Lecturer



Biodata

Marquis WILLIAMS is a dedicated English Resource Advisor providing English education guidance, monitoring student progress, and helping students meet their English educational requirements and goals.

SOCIAL RESPONSIBILITY

Obligations of High Interest

The obligation that individuals, businesses, and governments have to behave in a manner that is in the best interest of society as a whole is referred to as social responsibility. This includes adopting measures to reduce environmental impact, fostering diversity and inclusion, and making sure that workers are treated fairly. In order to lessen the amount of damage done to the environment, it is necessary to implement sustainable practices. On the other hand, in order to foster diversity and inclusion, it is necessary to cultivate an atmosphere in which everyone is treated with respect and dignity, regardless of their qualities. To ensure that workers are treated fairly, employers must ensure that they treat employees with respect, offer competitive salaries and benefits, and maintain a workplace that is both safe and healthy for employees.



The picture above shows the outcomes of social responsibility. Impact, Charity, Goals, Growth, Partnership, Ethics, Ecology.

Ethics

The term ethics refers to the moral principles that govern conduct. Often, ethical conduct is defined as doing the correct thing even when no one is watching. It consists of actions that are legal, honest, and fair, and it is essential for establishing and maintaining trust in personal and professional relationships. Fundamental to social responsibility and ethics is conducting oneself in a manner that is lawful, honest, and just. It is essential for individuals and organizations to establish and maintain a reputation for integrity in order to gain stakeholders' trust and develop long lasting relationships. In terms of legality, it is essential for one's personal and professional conduct to adhere to all applicable laws and regulations. This includes compliance with local, national, and international laws as well as industry-specific regulations and codes of ethics. Also essential to social responsibility and ethics is honesty. Integrity and openness in all interactions are crucial for maintaining trust and fostering strong relationships. This includes communicating openly and honestly, avoiding deception and misleading statements, and acknowledging errors when they occur. Another essential element of social responsibility and ethics is fairness. It involves treating others with respect, empathy, and consideration, as well as providing equal opportunities to everyone. This includes averting discrimination based on race, gender, age, religion, or other factors, and ensuring that all stakeholders are treated with respect and equitability. In fields such as medicine, law, and finance, where decisions can have significant effects on people's lives, ethics can be especially crucial.

Intersection

Blending Social Responsibility & Ethics

Individuals and organizations endeavor to do what is right for society while adhering to ethical principles at the intersection of social responsibility and ethics. This may involve the ethical procurement of materials, the provision of safe and healthy working conditions, and the disclosure of business practices. Concerning the ethical sourcing of materials, it is crucial for businesses to ensure that the resources they use to create their products are obtained in a manner that does not affect people or the environment. This may include procuring materials from suppliers who adhere to environmentally responsible practices and do not exploit workers. Additionally, businesses can take measures to ensure that their supply chains are transparent and traceable, allowing them to confirm that the materials they use are produced ethically. Providing secure and healthy working conditions is an additional essential element of social responsibility and ethics. Employers are responsible for ensuring that their workers are not exposed to harmful working conditions or hazardous substances. This may involve providing appropriate safety apparatus, educating employees on safe work practices, and ensuring that the workplace is free of physical and psychological hazards. Social responsibility and ethics are also dependent on the transparency of business practices.

Marquis WILLIAMS

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Biodata



Sara HERRERA graduated in Language Sciences with a major in English Translation and Interpretation, from the Universidad Autónoma de Nuevo León in Monterrey México. She is 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 TECMilenio University in México, she volunteered as an Elementary School English Teacher in Denmark in 2018. She recently moved 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. She is passionate about leading others to bring out the best of them through learning.

SOCIAL RESPONSIBILITY FROM AN OUTSIDER'S PERSPECTIVE AFTER A NATURAL DISASTER.

February the 6th 2023, 4:17 am. My husband and I were sleeping but suddenly, walls started to shake and we knew something was not ok. We didn't know what to do so our first instinct was to run and get out of the apartment. I just remember the fear we experienced when we couldn't open the door because it was stuck. When we could get out we realized we didn't even take our shoes or jackets. It was cold and rainy. People were filling the streets and everyone looked desperate. Later that day another earthquake shook us again and many other aftershocks during the whole month.

This was my first experience like this. I never experienced an earthquake. I'm Mexican but my hometown is in the north of the country in a beautiful city called Monterrey, surrounded by mountains that don't allow earthquakes to happen. I remember the faces of people that night. Desperation, fear, anxiety and insecurity filled their faces, minds and hearts. On *February 5th we went to sleep but the next morning more than 45,000 people didn't wake up again.* It was the worst day in decades for the country. It was the worst day for us too.

Currently I'm pregnant with my firstborn baby and after experiencing this devastating situation many thoughts filled my mind. Was it safe to stay? Should we go back to México? What if this happens again? What will I do with my baby? The Embassy contacted many Mexicans in the country to offer them free tickets to fly back to our country. But we decided to stay.

Did we experience fear? Yes, but even if no one had prepared me for a situation like this we just felt the responsibility to do something.

The first time I visited Turkey was in 2014. I clearly remembered how warm the people were here. They were friendly, kind and loving. That was my first impression of Turkish people. I made deep friends here and that's why I came back last year and decided to stay. Turkish people were always kind to me so this was my opportunity to be kind with them. I have been here for 9 months now, and even as a foreigner I already feel part of the society and as part of it the pain and need of others is mine too.

I understood that if we stayed in fear, we would focus on being selfish just thinking about us, but the earthquake affected many others, thousands lost their homes and relatives. ***It was time to love others as ourselves. To put other people's needs before ours.***

As a foreigner, love moves me. ***We chose to stay and to love people.*** And Love is not only words but actions. Love is sacrifice. This same love is what moved hundreds of people from many countries to come here and help. Volunteers from China, Ukraine, Mexico, USA, Spain, United Kingdom, France and many more were moved by love to help. They decided to make sacrifices like leaving their families for weeks and working long hours without rest or pay, and why? Because ***love doesn't have boundaries.*** No matter the social status, nationality, language, race or religion. ***Love acts selflessly without expecting anything in return.***

Those of us who are foreigners also understand the sacrifice that is made to be in a country that is not our own. Maybe that sacrifice is voluntary for work or personal reasons, but whatever it is, it is a sacrifice that we must recognize.

The Turkish citizens have suffered immensely from this devastating earthquake, but we as foreigners have also suffered the fear, the trauma and even not being able to be with our family in such difficult times.

That same sacrifice that is made by being in a foreign country can be approached in a negative or positive way. Me and my husband had chosen to focus on loving those around us, finding friends who become family and taking the opportunities we have to give back something to our community in times like these.

Sometimes we ask ourselves, how can I help? How can I love others in such difficult times? I wondered this myself. I don't know Turkish yet and I saw my options as very limited but I understood that for now the language of love was enough. By taking an interest in my neighbors. Offering companionship to whoever was experiencing fear or loneliness. Crying with those who were mourning the loss of family members, embracing those who were lonely. Praying for those who were still suffering. And as I did it I joined with others who were also pursuing the same thing. Together with my Turkish friends and members of the church I attend, we set out to serve our community.

We began by visiting those living on the streets or in tents to bring food every night. We also visited the hospitals and took food to the families of those who were hospitalized. We gathered support from other cities and started taking supplies to the most affected areas 2 or 3 times a week. Tents, food, clothes and shoes are some of the things we were able to lovingly distribute to those who needed it most.

Also thanks to the connections with the language department of the Çukurova University the SAR association (Arama Kurtarma) was able to contact me to support them as a translator from Spanish to English for a very important project of prefabricated houses to support those who had lost their homes in one of the regions of the earthquake. Thanks to that translation support, a project to build about 30 houses with common areas for food and recreation was realized, which will provide families with shelter, warmth and food while the government rebuilds the cities that were destroyed.

I couldn't be part of the search and rescue groups but I found my way to help and love and serve my community. ***I strongly believe this is the right way to walk in. Serve others and not be served.***

I am not Turkish but I don't need to be to help and support my community. *Foreigners also have a responsibility and, in my opinion, we have an even greater responsibility to take care of what is not ours as if it were ours. Help our neighbors as if they were our brothers.*

Caring for the environment, treating others with respect, following traffic rules, obeying social laws, respecting cultural differences, etc., are all part of our roles as foreigners in our community. But our commitment to society goes beyond just participating when things are going well, it is also to take responsibility for the needs of our neighbor and voluntarily work for the benefit of others without seeking anything in return.

The best contribution we can make as foreigners to the society that has received us is to collaborate with a positive mentality of love, respect and unity.

Turkey is experiencing a very difficult time but we can also see this as the perfect opportunity to learn as a society not to let barriers of thought or culture prevent us from collaborating with each other. *This is the best time to be united and seek justice, love and hope.*

Small actions make a big change. But it is only through sacrificial love that we can achieve it.

Sara HERRERA

Biodata



Viktoriia LANKINA, Ukrainian by nationality, has been teaching English in Rivne Regional Scientific Lyceum for 16 years. In her professional development, she completed PEIC (Pearson English International Certification) and got level C1. Viktoriia also completed TKT (Teaching Knowledge Test) Module 1, 2, 3 and Microsoft Certified Educator. In autumn 2022 she began studying in graduate school to get a PhD. Viktoriia is interested in English and R&D work.

SOCIAL RESPONSIBILITY AND ETHICS IN EDUCATION AND SCIENCE DEVELOPMENT

With a high technological and science development in the time of war and pandemics, every society has needs and challenges to follow the laws of responsibility and ethics.

First, every country and its citizens are responsible for the development of the universe, being a part of it. According to the terms of social responsibility, we define what life people should lead. Thus, Cambridge Dictionary gives the meaning of social responsibility as the practice of producing goods and services in a way that is not harmful to society or the environment. From the examples given in the dictionary, we can see that any group of people with the same interests or different communities are able to implement their own content of responsibilities. Therefore, it shows the independence and the democracy of people's choices for life. Ethics is also considered as one of the main features of education and upbringing. In the same dictionary, the meaning of ethics is given as the study of what is morally right and what is not. Taking into account both meanings, we can definitely conclude that social responsibility and ethics are the principles which every nation and every person ought to live with to be worthy citizens.

Second, when we speak about development and progress, we can't avoid the evidence of raising education and science. High level of education and R&D work is set up on the basis of social responsibilities and ethics, that means compliance with the rules of academic integrity. Moreover, compliance with the rules of academic integrity is essential in research and development (R&D) work to ensure that the research is conducted in an ethical and transparent manner. Academic integrity refers to the principles of honesty, trust, fairness, and responsibility in academic work. In R&D work, academic integrity requires researchers to be honest and transparent about their methods and findings, acknowledge their sources of information, and give credit to other researchers and institutions that have contributed to the research. So, to follow the rules of social responsibility and ethics in education or in other words to comply with the rules of academic integrity, the participants of the educational and scientific process must adhere to such guidelines as avoiding plagiarism, using ethical research methods, reporting findings accurately, respecting intellectual property and maintaining data integrity.

In summary, the rules of social responsibility and ethics are essential for ensuring the credibility and integrity of both the nation's development and education. They require individuals and organizations to act with integrity, respect, and responsibility towards society and science. People must be honest, transparent, and respect the rights and contributions of others. It is vitally important to be aware of the impact to society, and take steps to promote well-being.

Viktoriia LANKINA
English Teacher

Biodata



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“EDUCATIONAL SOCIAL RESPONSIBILITY: A SOCIOLOGICAL REFLECTION ON THE 6TH FEBRUARY KAHRAMANMARAŞ EARTHQUAKE”

It can not be denied that the earthquake that happened on the 6th of February in Kahramanmaraş Türkiye, has affected the whole country deeply on many levels more than we could ever imagine. According to some of the most well-trusted media resources in Türkiye, the earthquake that caused more than 48.000 people’s death and more than 129.000 people’s injuries, was also the reason that many people lost their homes, and jobs (Sözcü, 2023). This natural event that seemed like a ‘natural disaster’ as its’ scientific name in the geography, has turned into a real nightmare since it has affected 11 cities in Türkiye; Kahramanmaraş, Hatay, Gaziantep, Osmaniye, Malatya, Adana, Mersin, Diyarbakır, Şanlıurfa, Adıyaman, Kilis and unrecognizable destructive effects on the cities with destructive effects. (Habertürk, 2023). The majority of the country was affected by the earthquake by first degree as they have experienced the earthquake physically, economically, and psychologically and has lost their families, relatives or homes, and jobs, many people in the country have been affected by earthquake from 2nd and 3rd degree by losing some of their work colleagues, friends, students.

Moreover, even though there are thousands of people who have not lost anyone that they know in the earthquake and haven’t experienced the earthquake, have been affected by this real nightmare psychologically. As a result of the destructive effects of the earthquake, many families, people and students had no chance to leave their hometown for a while. Many students who were affected by the earthquake become guest students in the schools in other cities. Moreover, unfortunately it added that students are not the only ones who were affected by the earthquake, teachers, principals, authoritative figures, teacher educators, mentors, adults were deeply hurt by the consequences of this painful disaster. Considering the fact that it had many deep and painful effects on thousands of people’s lives, it can be said that it will have long-term effects on socially, economically, psychologically.

Highlighting facts about the deep, sorrowful and painful effects of earthquakes, acknowledging the importance and sensibility of this topic has gained a real importance. According to news that was announced in the Ministry of National Education (MEB) Official Website (February, 2023), The Ministry of National Education will start “Earthquake Psychoeducation Programs” for students, teachers and parents after dealing with the effects of the earthquake. The Post-Earthquake Psychosocial Support Action Plan was organized and planned by the MEB Psychosocial Coordination Unit for the people who were both directly and indirectly affected by the earthquake. According to MEB, the Ministry will provide support for children and students with the psychological counselors, psychological centers and guidance teachers. The support program aimed

In addition to that, some important associations like Turkish Psychologist Association (Türk Psikologlar Derneği), Türkiye Psychiatry Association (Türkiye Psikiyatri Derneği) has started their psychoeducation support programs to support students and people who were affected by the earthquake directly and indirectly. Moreover, volunteering foundations like Sabancı Foundation, UNICEF, AHBAP Associations have started their psychoeducation support programs while many online platforms have been founded that many psychologists, psychological counselors and psychiatrists have started their psychological support and guidance voluntarily in this difficult and painful process.

The fact that earthquake that has lead an emergency applications, volunteering and psychosocial support programs by thousands of experts in psychology and education shows this important message to whole country, a traumatic event may have many deep-rooted effects on people in many levels even though they are affected by directly or indirectly and how they are behaved, treated is a real, unrecognizable, undeniable important topic to everyone should focus and not ignore. In these kinds of traumatic events, how they are treated can change many things for them positively and negatively.

It is an undeniable fact that the earthquake that happened on 6th February has become our country's common problem of Türkiye, this traumatic event should be owned by the whole country. It is our duty to help, support those who are affected by them in our best way. It is our most important social responsibility to help those who are in need of our help and support. Most important thing that 6th February 2023 taught us is that we will never guarantee and know that we will not be in that situation, one day we may be the one who is in need of support and help. That's why we should not ever close our eyes to what's happening in our environment, our country and our world. We should serve our community and society. We have an important duty for humanity and our world in spreading and expanding the goodness in this kind of dark times. This is the real reason that I think the content and topic of this essay are appropriate for the theme of Cukurova University School of Foreign Languages (CU SoFL) Online Magazine's 6th Issue; "**Social Responsibilities and Ethics**".

The importance of serving our community, world and environment leads us to this term, **Social responsibility** can be defined as 'an ethical framework in which individuals or corporations are being accountable for fulfilling their civic duty and accomplishing their social duty as a whole (Buye, 2021). Sihem (2012) defines social responsibility as "Social responsibility "a personal investment in the well-being of others and of the community.

As CompassSchool stated in its' official website, Social Responsibility begins with taking responsibilities of our own actions, as an institution, organization or an individual. It involves recognizing the consequences of an institution, organization and individual's actions, the other people and environment. It involves, promoting citizenship and volunteerism to take good care of people and earth, supporting and promoting environmental sustainability, engaging in local and global discussions about topics and matters that affect humanity, world or their local environment. It defends the idea that social responsibility begins with each person, then it expands to groups, communities or the whole world. It promotes the statement that everyone should take their own 'environmental sustainability' and accomplish their duty to take care of the world. (CompassSchool). The theory of social responsibilities is the rooted idea of **social ethics** which can be defined as our social behaviors and actions should benefit the community and society in a good way (Pachamama). As Welch (2012) stated in his chapter called "Social Ethics, Overview" in Encyclopedia of Applied Ethics (Second Edition, 2012), social ethics is a systematic reflection field that studies social structures, systems, issues and communities. It is a brand of 'applied ethics' which examines the application of ethical reasoning to social problems and topics. This brand

studies that is related to social rights like human rights, animal rights, child rights, etc. (D, Welch, 2012). According to the theory of social responsibility, if a social act of an institution or individual harms the society, community or environment, it can be considered as socially irresponsible and unethical. If the actions benefit the community or environment, it can be counted as socially ethical and responsible (Pachamama). The moral perspective in social ethics and responsibility defends the idea that every individual and organization has a responsibility to act in a way that benefits humanity and community. If this aim is accomplished, then it is safe to say that social responsibility is accomplished. It states that social responsibility is rooted in the idea that a social act should serve its' purpose to ethics which can be defined as the 'discipline concerned with morally good and bad and morally right or wrong' as its word meaning.(Britannica).

As Lynn M. Gangone has stated in her article on the AACTE.org, education is the most important way to accomplish social responsibility and social ethics since it is the main key factor that shapes the society and community. As Gangone discusses, education gives a chance to understanding what it means to be a citizen of this world, century and nation. Education is the greatest thing that teaches us the meaning of being part of a community and a society. Education is where everything starts for a society, community or nation. It is the key to plant the seeds of goodness in children's minds. As the greatest leader of the Turkish Republic, Mustafa Kemal Atatürk said, "Teachers are the one and only people who save nations". By highlighting this quote of Atatürk, it is safe to say that enriching education is a social responsibility of the world and nation. And as it goes in both ways, accomplishing social responsibility in its roots is also the main value of education. That's why psycho-social support based education programs have become a really important factor in these difficult times after that painful earthquake. Education is the only way to heal and support our community.



Considering the fact that whole volunteering and psycho-social support programs aim to provide more equal learning environments for learners, it also promotes social **justice in education** which can be defined as ‘equal distribution of resources and treatment to make all students feel valued and safe psychically and mentally (Study.com). In this context, ‘making students feel valued and safe psychically and mentally’ has become a real important factor after the painful effects of the earthquake. Social justice in education doesn’t only defend providing equal materials, opportunities and learning environments for students, it also promotes making students feel safe, loved, seen and comfortable in their learning. It cannot be denied that feeling comfortable, loved, understood and seen is the only thing that fosters effective learning.

In conclusion, it is safe to say that as an individual and a citizen of this world, we have a purpose for our humanity and expand the goodness in this world especially when it is well needed in this kind of dark and difficult times. As well-known activist Dr. Martin Luther King, Jr. said, “**Life’s most persistent and urgent question is, ‘What are you doing for others?’**”

I want to end this essay with a little note. I want to dedicate this essay to all the people we have lost in the 6th February Kahramanmaraş Earthquake. As a person who knows the real meaning of grief and loss, I send all my kindest prayers for their families and loved ones. I wish them all kinds of strength and patience in dealing with this kind of deep pain and hurt. I hope that our country and our world will not experience this kind of disaster anytime soon.

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Gökçe GÖK

Biodata



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A TEACHER'S PERSPECTIVE ON PROJECTS

There are plenty of ways to teach; the approaches, the methods, the techniques, the materials are endless. Depending on the learners' needs, the schools' opportunities and teachers' abilities, the learning processes are shaped for a good education. "It is a supreme art of a teacher to awaken joy in creative expression and knowledge." Albert Einstein gave the word to people, especially teachers. The keys to success for little Einsteins were demonstrated as joy, creativity and knowledge. Teachers' role on the issue is to create a joyful atmosphere during the teaching process and let the learners be creators of their knowledge. Furthermore, when the learners make meaningful contributions to their environment, they can know and accomplish their social responsibilities. Social responsibilities help them feel motivated as they are involved in the school atmosphere. On the basis of this, a dedicated teacher explores all avenues to make learning more meaningful and European projects such as ERASMUS+ and eTwinning are two of the ways to effectuate that.

My journey in Projects

I started to be a part of the projects as soon as I started working as an English teacher at a state school. I was lucky because in my first teaching year I was able to experience the Comenius project which was later called ERASMUS+ projects. My colleague Mr. Şimşek was conducting his first project "Europe in Our School" with 6 partners from Italy, Spain, Romania, Estonia, Poland and Türkiye in Makbule Orman Secondary School in Karaman. The project was about sharing culture, using English, interacting with foreign students, anticipating differences and experiencing abroad. It was the first European project of the school. Therefore, every student and teacher were extremely excited. Even though it was my first year at the school I was able to attend a meeting in Romania. During this mobility, I was able to observe what kind of teaching our partners do, how their students, teachers and classrooms were and how my students felt while chatting with their friends abroad. The process and the project were fruitful to me and my students. They were very happy during their voyage as it was the first time they had been on a plane. They stayed at Romanian partner students' homes, had to interact with them in English, visited important places in Romania, bought souvenirs, and raised their self-confidence. My students, my colleagues and I were able to compare the education, classes, materials and cultures. Moreover, we made good friends. With two of our partners, another European project started. "Healthy European Youth" was an ERASMUS+ project based on healthy food, sports and board games. The project lasted three years and there were 9 partner countries; Türkiye, Romania, Estonia, Finland, Poland, Italy, Spain, Greece and Slovakia. Each year three countries were visited by teachers and students. Magazines, videos, photos and e-books were the products of the project. During mobility times, games were organized such as the most delicious healthy food competition, football matches and board game matches. The students experienced abroad and the projects contributed to me, my colleagues, my students and the school a lot. Observing how beneficial the projects were, I wanted to do projects more. It was not easy to write an ERASMUS+ project and it was not certain whether the project would get the necessary

points to achieve a budget. Nevertheless, I wanted to continue working on projects and I discovered eTwinning. After working in a project-based high school, I decided to join eTwinning world.

My story in eTwinning Projects

eTwinning is a European schools community serving all the teachers of partner countries to meet and interact with each other, share experiences, create and join online projects (1). In any eTwinning project, it is possible for learners to; develop foreign language skills, increase media and digital literacy, create awareness about ethics and e-safety, foster participation, raise motivation to school and courses, start and maintain an international friendship, learn about other cultures, be social, respectful and creative, compare the schools, be an analytical and critical thinker, use web 2.0 tools and ICT and furthermore, take the responsibility of their learning by experience. The learners may log in to the platform whenever they expect and interact with other partner students. If you and your learners are into Art, Languages, Technology, Economics, Information / ICT, Language and Literature, Law, Mathematics and Sciences etc.(2), you may join eTwinning world. Furthermore, there are plenty of other interests if you are working in a vocational school. The range of student age groups is from 3 to 20+ which means at any grade of a school, these online projects can be conducted.

Based on the benefits of eTwinning, I decided to start a project but I didn't have any experience. Therefore, I asked our provincial eTwinning coordinator what I could do at first. She presented me with some groups and sent me some webinar links related to eTwinning. Luckily, An English teacher who is an experienced eTwinner accepted me as a partner to "Seize the Moment" eTwinning project. Thus, I also became an eTwinner. She told each of us that all partner schools should have had at least 5 students for the project. Our project was an international project consisting of 9 Turkish, 1 Albanian, 1 Polish, 2 Portuguese, 1 Slovak and 3 Romanian partner schools. There was also a Turkish special education secondary school among these partner schools. With students age groups ranging from 12 to 16, the project started. The project was art based. The aim of the "Seize the Moment" project was to provide students with a meeting with nature in order to connect them to life after the pandemic, to enjoy the moment with photo shoots, to foster English use, to use technology for positive purposes, to popularize the use of web 2.0 tools, to popularize eTwinning and to respect differences. Our project started in October and lasted until May in the 2021- 2022 educational year. Our monthly duties included using web 2.0 tools effectively, sharing photos and videos of important elements of our cultures such as holidays and foods, sharing the videos or photos of flowers, forests, seas, rivers and books. The use of tools such as eTwinning, Twinspace, Facebook, Canva, Answergarden, Jigsawplanet, Splice, Photo calendar, Postermaker, Bitmoji, Pixton, Avatar maker, SurveyMonkey, Story jumper, WhatsApp, Mentimeter in our project has been explained to students and partner schools who do not know the applications. Students were introduced to eTwinning and some Web 2.0 tools in October. They made foreign friends. In November, they designed and voted on logos and posters online. They made preliminary research about their own culture and wrote it on the Twinboard using collage and presented it in the webinar. As teachers, we guided them to display the traditions by simply doing or presenting our cuisine or traditional days. We prepared domestic goods week in our school with my eTwinning students to raise awareness to the "Seize the Moment" project. In December, they exhibited their favourite photography and took flower photos. In January, they shot seas, lakes, streams and rivers. They presented forests, trees and greenery which they had taken photos of in February. Also, they contributed e-books in February. They shot the books they read and loved in March. At the online poetry night, they read their favourite poems and shared what they learned about our project. They contributed to the joint and collaborative products of the project. Obviously, they were the students who put effort on the Project so it was student-centered.

The students and teachers in partner schools worked together during the project process. We connected with each other on Twinspace, Facebook group, Gmail and WhatsApp groups to set and save this unity. These groups were established to communicate, maintain and disseminate the project. During the interaction process, the students actively used the groups, Twinspace and attended webinars. They added their comments. At first, the first webinar was conducted among partner school teachers. Members' duties were given to each school and then mixed student teams were created to enable students to work on products. The first task was creating logos and posters among students. So, they had their posters and logos all the students and teachers voted for and we selected our poster and logo of the project collaboratively. When we had our first online meeting with the students, the students presented their cultural days, folk dances, food and clothes by presentation. They talked to each other. While working on Answergarden, the first student group was on duty. So, they worked together. They had interaction with each other. They prepared ebooks and the second mixed student group was on duty. The last mixed student group was the third group. They read their poems on online poetry night. They shared their favourite poems. Some of the students read poems in their native language for cultural connections. They also shared their experience on eTwinning and on the "Seize the Moment" project. A puzzle consisting of the partner school logo and the video combined with "friendship" poems read by our students were common products. A calendar of partner school teachers' avatar was also our common product. We had surveys, votes, groups to collaborate so our students do. Throughout the project both the teachers and students had fun, learnt and contributed. Thanks eTwinning, "Seize the moment" and the coordinator of the Project, whenever I asked, she was there, she helped a lot. We shared our experiences with our colleagues and learned from them. I was the first teacher to make an eTwinning project in my school, so I tried to spread my knowledge to my colleagues at school to join this community.

When the "Seize the Moment" eTwinning project started and my worries about eTwinning flew away, I and some of my dedicated teacher friends decided to write another project. Similar to all projects, we focused on the problems in our institution and the aims we would like to initiate. We were English teachers therefore our emphasis was on the English language. We decided to combine drama and ethics so the DRAM-ETHIC project was launched. We also decided to let all the students in our school who wanted to join the project so 10 students became eTwinners in the DRAM-ETHIC project. Using the eTwinning platform and Facebook eTwinning group pages we were able to find partner schools. In our DRAM-ETHIC project, which was prepared as an international eTwinning project, there were 6 partners from Türkiye, one from Slovakia, one from Romania, and two partners from Spain. Our project, which appealed to students aged 13-18, was realized on the basis of drama, English language, ethical values and Web 2.0 tools. The project lasted from November to the first week of May. Our aim in the project was to teach authentic education with drama technique, to teach permanent and practical patterns by applying English patterns that we would encounter in real life and to make students aware of themselves and their surroundings by emphasizing ethical values. The project was the display and sharing of dialogues in English in common areas such as airports, cafes, cinemas, restaurants, hotels, shops and libraries with selected students every month, focusing on ethical or important values, and enabling the use of web 2.0 tools. In November, we sought partners for our project, in January they created an avatar for themselves and wrote articles about themselves in English, designed and voted logos and posters with Web 2.0 tools. In January, they shot the video using green screen, changing the backgrounds. They made comments about friendship using a padlet. In February, they designed posters about human rights and made video shoots with templates to be used in the hotel. In March, they celebrated 'Women's day', shot boards, and shot a video with cafe dialogues. In April, they prepared bookmarks for 'World Book Day', organized a library drama activity, and talked about the students' favourite book characters and played games in a webinar. Filming with cinema dialogues was shot in May, eTwinning day was celebrated with an acrostic poem and some students from all

partner schools read the poem lines. The real-life English dialogues aided students learn the necessary phrases.

Project partners, teachers and students actively collaborated in the process. In order to maintain this cooperation, we were in frequent contact with Twinspace, Instagram, the project's Instagram group, Facebook, the WhatsApp group and the special communication groups were established throughout the project not only to communicate but also to disseminate the project. In our student-centered DRAM-ETHIC project, students actively used Twinspace and added their comments both to the forum page and under the posts. At the end of the partner search process, the teachers WhatsApp group was created, and in the first webinar held, tasks were distributed among the teachers and decisions were made regarding the project. Then, student teams were formed to enable students to work on joint products, collaborative products and monthly tasks. Among the joint products, posters and logos were first created, and the project logo and poster were determined by voting. We had another meeting and the students met each other. They get in touch with each other throughout the activities and process. They shoot at the airport, at the hotel, at the café, at the souvenir shop, at the library and at the cinema drama which contribute to the students' English competency and real-life skills. Every month, ethical issues were considered. On Twinspace, the partner students could observe the other partner students' works and comment on them. They shared their ideas about friendship on Padlet, they added their ideas on Wordart about Human Rights Day. They designed boards and could see each other's works. They got in touch with each other in chat rooms, they liked and commented on posts on forums. At the final webinar students played a game and teachers guided them. They prepared a phrasebook with cross student groups. All the products and works were uploaded on Twinspace. To do this all our students' works, surveys and forms were shared in our schools' teachers' group. We sent the links of forms and surveys to parents. We made an eTwinning notice board at school. Also, we posted our project news on our schools' website.

The Contribution of eTwinning

These projects are online based so technological contributions on teachers and students are inevitable. In eTwinning projects, the use of technology positively and effectively and digital competence and literacy were tried to be increased. Technology is an inseparable part of our lives. Therefore, while processing this project we wanted to use web 2.0 tools. Web 2.0 tools made teachers and students collaborative, sharing, enriching, facilitating and entertaining learning. Among our 2023 goals(3) is to broaden the horizons of students and teachers by expanding the use of Web 2.0. Thus, in our project, applications such as Padlet, eTwinning, Twinspace, Instagram, WhatsApp, Canva, Surveyplanet, Googleforms, Jigsawplanet, Splice, WordArt, YouTube, Zoom, Questionpro, Postermymwall, Bitmoji, Wordwall, plotagon, Blogger, Artsteps were explained to students and their usage was encouraged. Thus, it was planned to increase the digital competencies of teachers and students. Videos about eSafety and Media literacy and Disinformation were watched in order to use technology effectively and correctly. We used Canva to design logos, Postermymwall for desining posters, Google Form for voting, SurveyMonkey for surveys, Bitmoji to make avatars, Jigsaw to create jigsaw puzzles. Zoom for webinars, Facebook to share our works besides Twinspace, Answergarden for one of our collaborative works, Artsteps to create an art gallery of virtual exhibition, Cap-cut, Adobe Premium and Splice for green screen videos, Inshot for videos. Padlet to share our ideas. To create safety, I always asked my students to wear masks during webinars and before they posted their photos on Twinspace I always checked them. For eSafety and media disinformation, the necessary information was declared and warnings were made. In these projects, we used lots of photos so data protection and copyright issues were clearly declared to the students. We prepared an eTwinning notice board to raise awareness. Information posters were posted about eSafety. At the beginning of the projects, parental permission certificates were handed out to volunteer students. Therefore, a safer internet was fostered. We learned and used technology a lot. The students and teachers kept in touch with each other through Twinspace, Instagram group, Messenger, Gmail and WhatsApp. During the interaction process, the students actively used the groups, Twinspace and attended webinars. They learned more about video shooting and combining.

The projects were international projects, English language development was provided. I could motivate my students to English lessons more because it meant that they would have foreign friends so the project made them more enthusiastic about their day at school. Their anxiety to speak English in front of other people started to fade. Their writing and speaking skills in English improved. They have had foreign friends. They have had presentation experience. In Communicative language teaching, real-life dialogues are very important so this is one of the best chances for a teacher to show why English is necessary. The use of project-based learning focusing on drama encourages active participation of students, promotes students' speaking and drama skills, encourages participation and students' real-life skills. Participants' academic, social life and technology skills are fostered. According to the Turkish Ministry of National Education, English language lessons for 9th graders' "Studying Abroad, Movies, Inspirational People, Bridging Cultures, Invitations and Celebrations, Television and Social Media" themes, 10th graders' "School Life, Plans, Travel, Digital Era, Shopping", 11th graders' "Future Jobs, Hobbies and Skills, Values and Norms" and 12th graders' "Favours, Psychology, Coming Soon, Human Rights, Friendship" themes were studied thanks to the projects.

eTwinning projects also foster teaching ethics and developing some skills. For example, understanding different cultures as well as raising awareness, the project contributed to changing my students' perspectives on life. Respect for different cultures and special individuals was encouraged. They observed people could really have different cultures, religions or traditions. They respected this difference and while participating in the activities, they also learned to respect special students from special education secondary school. They developed empathy. They could appreciate good qualities and know that everyone has rights and responsibilities. Cross-student teams were formed and it was ensured that they were together in the activities. Therefore, it was planned to develop collaboration and communication skills. They become more willing to participate in activities and group work. eTwinning Projects gave them good friends and opportunities. Brainstorming and feedback were given in Twinspace, Whatsapp and Facebook groups and webinars before and after the activities. We fostered creative and critical thinking by guiding them. In our project, mixed student teams were formed and cooperation was encouraged. Also, collaborating with partner classes helped the students and the teachers to observe the experiences of an ordinary day of the other partner students and teachers. They could examine it from a new perspective and share their experiences on the subject. Students could understand that in another part of the world, people were going to school, and learning similar things. They could think critically and positively about the school system in their country and learn more about the lives of their contemporaries elsewhere in Europe. They could also develop some skills and competencies as they were able to know who, where, when and how to ask for help. They could follow the guidelines for the protection of personal rights and ensuring personal safety. They could establish friendship, respect, listen and maintain the friendship. They could work in small, big and mixed groups and realize the effects of teamwork on personal development. By making and shooting videos, applying ethics, using photography art, speaking English, being a member of a European project like eTwinning and also using technology, our students and also as teachers we have gained a lot of experiences. Also, web 2.0 tools helped our students combine Information and communications Technology and English language lessons. The students have had a multidisciplinary approach.

Practical Tips

If you want to have an experience like explained above, start your journey by googling “eTwinning ESEP” (4), sign up and fill in all necessary information. The steps are; naming your project, finding partners (if you hesitate to create a project on your own, you are also able to find your projects and partners on the platform), finding your students, writing the summary and the aim of the project, determining the ICT tools, curriculum and pedagogical basis of the project, setting the duties and a work plan, counseling students, providing safety, archiving the documents and disseminating the project. When you start it, everywhere is your online classroom. In your international school, the students can enjoy their interaction and learning safely. Good luck with your own projects!

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Lecturer

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*Hello, I am **Yasemin ÜNAL**. I am a graduate of Mersin University's Department of Business Administration, Faculty of Economics and Administrative Sciences. Ziraat Bank was where I began my career as a banker. Then, I became a civil servant at the Çukurova University School of Foreign Languages. I am the Chief of Human Resources and Purchasing at the moment. I enjoy Pilates, yoga, and general fitness. I enjoy travel, literature, and writing.*

SOCIAL PROBLEMS IN RELATION TO OUR ETHICAL VALUES AND RESPONSIBILITIES

“Being successful is simple, but being honorable is challenging. Successful but unrespectable are those who disregard all ethical and moral considerations in order to triumph.”

On our voyage through life, rocks and grass accompany us. On the grass, movement is effortless, whereas on the stones, passage is extremely difficult. We are responsible for removing the obstacles in our path. Hippocrates, who had to take care of his patients, Sinan, who had to design the structures, Aristotle, who had to lecture, and Farabi, who had to study, were the first in history because they correctly moved the rocks in front of them. The stones are our responsibilities; we should lift them not arbitrarily, but with the incorporation of a correct consciousness and ethical values. The family instills a sense of responsibility in young children by requiring them to clean their rooms, dress neatly, respect the elderly, and complete their homework. Small responsibilities are supplanted by larger responsibilities as we mature. You are expected to perform your duties correctly at work, to be truthful, to keep the environment sanitary, not to accept bribes, to maintain the trusts entrusted to you, and to pay your taxes. In addition to this, the problems of society occupy a place in your conscience.



As a responsible individual, you are required to apply your own filter to the problems of society. In organizations such as LOSEV, Kızılay, Yeşilay, AFAD, and TEMA, individuals collaborate to discover solutions to a variety of issues.

They donate to those in need of assistance, sell for charity, disseminate brochures, plant saplings, host seminars, and volunteer to assist a life waiting to be rescued from the rubble. In addition, they intend to use their incomes from employment for this purpose. They employ the profits from the large corporations they have founded to address societal issues. As a business, they assume the role of protagonist in addressing societal issues.

They devise initiatives to address society's social issues in accordance with a corporate consciousness. A girl can attend school, a mother is protected from violence, and a stray animal is fed as a result of the good initiatives. The small hopes of individuals are brought to life by the large undertakings of businesses. Our awareness of social responsibility is fostered by the ethical values that flourish in our conscience.

Each individual resembles a puzzle component. When these elements join together, they form families, institutions, and the nation in the grand scheme of things. The greater the beauty of each component, the more spectacular the overall work. It is ensured to be a strong country consisting of individuals who respect ethical values and are sensitive to the social problems of the society.

Yasemin ÜNAL
Translated by Hasan AHKEMOĞLU

Biodata

I am **Ceren Nur ERDOĞAN**. I was born on 15 April 2003, Istanbul. Besides learning languages, I also like drawing, reading books and listening to music.



"A good man and a good citizen are not the same thing."
—selected from Oxford Dictionary of Quotations,
8th ed., edited by Elizabeth Knowles

I agree with the quote. I believe that somebody can be a good citizen by following the rules and doing things for a better lifestyle, however, they may not be a good person in terms of their behavior towards their relatives. When somebody experiences some difficulties about understanding their psychology he/she might be bad at communication. Apart from this, a person can improve his/her psychology through being a good citizen. So, one can be both a good citizen and bad person at the same time.

People are separated from each other as regards good or bad citizens. What should a person do to be a good citizen? In the first place, a person needs to be respectful towards people, animals and nature of course. As people should know that the city where they live has to be protected. They can do this by cleaning the area, feeding the animals and being open-minded. Secondly, they must follow the agenda. Because there can be disasters and people may need to help or things are going badly in terms of politics and a good citizen has to intervene. The last one is that a good citizen should be knowledgeable in order to understand the things that are going on. People need to have research about them and in order to be able to explain themselves clearly they need to read books.

I have not mentioned whether I am a good citizen or not. I think I am a good citizen but I need to improve myself. I do feed the animals and love them, I do not give any damage to nature and I am quite respectful towards people. Because of these, I can be a good citizen. However, since I do not like to talk about politics, I don't follow it. It makes me feel nervous. Besides this, generally, I do not intervene during events because I feel that people cannot understand me. Therefore, I may be a bad citizen. In conclusion, I believe that I am a half-good citizen.

Ceren Nur ERDOĞAN

Biodata

*Hello everyone! I am **Deniz TOPAL**. I am 21 and I am studying industrial engineering at the technical university of Dortmund. I speak German and English. I live in Dortmund.*

SOCIAL RESPONSIBILITY AND ETHICS

Everyone has a certain responsibility to society. This can be through education, animal welfare, environmental protection or financial assistance. These responsibilities are collected with some studies and brought to life. These are called social responsibility projects.

Social responsibility projects are carried out to raise awareness. .These studies both contribute to the improvement of the order of society, and they also contribute to increasing the level of modernity of the country. For this reason, it is really relevant. But what are these projects, who leads it and who does it serve for?

Implementing social responsibility projects depend on what society lacks, what it needs or what can be improved. For example, education projects are carried out in countries with a lower level of education or in countries with poor financial situations. In Turkey, “Kardelenler” and “Baba beni okula gönder’ become patrons.” There are recognized projects about this. Thanks to these projects, many students have had the opportunity to study. It is carried out by volunteers. Sometimes such projects are carried out by companies, too. For example, Eti has implemented the “Çocuk Tiyatrosu ” project for the social development of the village children. More people are needed to realize the new projects. Namely, the more the volunteers become, the more the number of conscious people increases.

In addition to social responsibility, ethics is also a requirement of society. There are many types of ethics that carry society. Individual ethics, business ethics, professional ethics are some of them. Individual ethics is acting according to one's own conscience. Professional ethics means working carefully and following the rules of professional knowledge. Work ethics can be summarized as follows: to work harmoniously with colleagues, not to be late, not to grant privileges and to observe order.

Two of the elements that make up society are social responsibility and ethics. If these two elements are implemented, many things will improve, people will become more and more aware, and the world will be more livable.

Deniz TOPAL

Biodaten

*Hallo liebe Leute! Ich bin **Deniz TOPAL**. Ich bin 21 und studiere Wirtschaftsingenieurwesen an der TU Dortmund. Ich spreche Englisch und Deutsch und ich wohne in Dortmund.*

DIE SOZIALE VERANTWORTUNG UND ETHIK

Jeder hat gewisse Verantwortung gegenüber der Gesellschaft. Das kann über Bildung, Tierschutz, Umweltschutz oder finanzielle Hilfe sein. Diese Verantwortungen werden mit einigen Studien gesammelt und zum Leben erweckt. Diese heißen soziale Verantwortung Projekte.

Soziale Verantwortung Projekte werden durchgeführt, um Bewusstsein zu bilden. Diese Studien tragen zur Verbesserung der gesellschaftlichen Ordnung bei und helfen, das Niveau der Modernität des Landes zu erhöhen. Aus diesem Grund ist es wirklich relevant. Sondern was sind diese Projekte, wer führt sie und wem dienen sie?

Durchführende soziale Verantwortung Projekte hängen davon ab, was der Gesellschaft fehlt, was sie braucht oder was verbessert werden kann. So werden beispielsweise Bildungsprojekte in Ländern mit einem niedrigeren Bildungsniveau oder in Ländern mit einer schlechten finanziellen Situation durchgeführt. In der Türkei sind "Kardelenler" und "Baba beni okula gönder" anerkannte Projekte darüber. Dank dieser Projekte hatten viele Schüler die Möglichkeit zu studieren. Es wird von Freiwilligen durchgeführt. Manchmal werden solche Projekte auch von Unternehmen durchgeführt. Zum Beispiel, Eti hat "Çocuk Tiyatrosu" "Projekt zur sozialen Entwicklung für Dorfkinder durchgeführt. Für die Umsetzung der neuen Projekte werden mehr Mitarbeiter benötigt. Je mehr Freiwillige es nämlich gibt, desto mehr bewusste Menschen gibt es.

Neben der sozialen Verantwortung ist die Ethik auch eine Anforderung der Gesellschaft. Es gibt viele Arten von Ethik, die die Gesellschaft trägt. Individualethik, Geschäftsethik, Berufsethik sind einige davon. Individualethik ist Handeln nach dem eigenen Gewissen. Berufsethik bedeutet, sorgfältig zu arbeiten und die Regeln des Fachwissens zu befolgen. Die Arbeitsethik lässt sich wie folgt zusammenfassen: mit den Kollegen harmonisch zusammenarbeiten, nicht zu spät kommen, keine Privilegien gewähren und die Ordnung einhalten.

Zwei der Elemente, die die Gesellschaft ausmacht, sind soziale Verantwortung und Ethik. Wenn diese beiden Elemente umgesetzt werden, werden sich viele Dinge verbessern, die Menschen werden immer bewusster und die Welt wird lebenswerter sein.

Deniz TOPAL

Biodata

Emirhan KARAASLAN was born in Adana in 2002. He graduated from CEAS High School in 2020. He is taking English preparatory education at the School of Foreign Languages at Çukurova University. His department is Electrical-Electronics Engineering.

SOCIAL MEDIA AND AESTHETIC STANDARDS OF ETHICS

Ethics and aesthetics are two concepts that have been considered by philosophers throughout history. Philosophers have tried to understand and explain these concepts and they have contributed to the development of philosophy, science, and art. According to dictionary definitions, ethics are moral principles that control or influence a person's behaviour, aesthetic is about beauty, art, and understanding of beautiful things. A connection between ethics and aesthetic was propounded conspicuously by one of the famous philosophers named Friedrich Nietzsche. He said, "If you crush a cockroach, you're a hero. If you crush a beautiful butterfly, you're a villain. Morals have aesthetic criteria.". Cockroaches are perceived as ugly and disgusting whereas butterflies are perceived as beautiful and graceful by humans. Therefore, killing cockroaches may be acceptable to many people but killing butterflies is sensed as sad and a cruel act by society. In conclusion, Nietzsche's statement offered a different perspective showing that people's moral behaviour depends on their perception of beauty.

Accounts and posts which conform to people's perception of beauty in social media platforms such as Instagram, Facebook, and TikTok, are featured through algorithms of these social media platforms. Therefore, these accounts and posts of influencers who pretend real reach more people, so these people emulate fake lives. But the point is that people act not according to logic, but to their sense of beauty in the face of tragic events. For example, a 21-year-old person named Cameron Herrin led to the death of a mother and her baby while he was racing with his two friends in the USA. He was sentenced to 24 years in prison and his reaction to his prison sentence in court became popular on social media. His reaction has been shared hundreds of times. People thought his 24-year prison sentence was too much and he was innocent because he looked innocent, handsome, and young. People shared #freecameronherrin on Twitter and TikTok. They wanted his prison sentence to be abolished. Secondly, a 37-year-old engineer named Mehmet Pişkin left a suicide note in 2014. His video became popular in Türkiye, and unfortunately, people are still sharing his video as "the coolest suicide note". To sum up, people normalize such events that shouldn't happen. Aesthetic standards may not always be sufficient to consider events and situations objectively and consistently. Moreover, the fact that people succumb to their perception of beauty and make irrational considerations in the face of such tragic events may be related to their evolution process and sexual selection, but this is a shocking fact.

Emirhan KARAASLAN

Biodata

I am Ceren Nur ERDOĞAN. I was born on 15 April 2003, Istanbul. My department is English Language Teaching. Besides learning languages, I also like drawing, reading books and listening to music.

BIRTH OF A MONSTER Why should you read Frankenstein?

Dream of a man who is not only ambitious but also intelligent. Can you imagine what this person can do to the world? Or to his own life. The book is exactly based on this. Most of us know the main topic of the book, however, few people know the underlying facts. On the whole, people believe that Frankenstein is a monster and kills a lot of people. But why? Why is Frankenstein doing this? Let's understand this together.

Since Victor Frankenstein is a person, who is willing to discover new things and is interested in human structure, decides to make a human body without thinking that this decision can result in awful conclusions. After working for two years without eating or drinking on a corpse he took from the graveyard, he finally reaches his goal. He creates a monster with yellow eyes, yellow skin, black hair, and a big body. When he looks into its eyes, all of his enthusiasm turns into a sudden fear and then he runs away from the lab. And also the monster escapes from there and goes to the public area. Nevertheless, when people see it, their hearts fill with fear so they run away from the monster, like Victor. Therefore, the monster called Frankenstein hides in a shed and observes a family from there, thanks to this, it learns the language people speak. But with each passing day, its hatred for its creator increases. Because the reason why it cannot be with people and everyone runs away from it, is its creator. It decides to find its creator and starts killing his family one by one. After catching its creators' attention, it meets with him, and all it wants is to create a woman who is just as ugly as it.

Victor rejects creating a monster like Frankenstein. That's why, Frankenstein continues to kill people who are close to Victor. To stop this, he accepts to create a woman but in the last part, he thinks that he shouldn't do it one more time for the good of the world so he ruins the experiment. When the monster sees that, he walks away with a great cry of pain. A lonely and miserable Frankenstein only wants to love and be loved. So, here are some sentences from Frankenstein;

“I am angry because of my loneliness and unhappiness. Am I not hated by all mankind? Should I respect a man when he scorns me? No, that cannot be. I cannot respect any human being. If even one human being was kind to me, I would be kind in return. I would love mankind completely! But I know that it is impossible. I ask you to create a woman. She must be as ugly as me. She will make me happy and peaceful. It is true, we will be monsters. But because of our deformity we will be more attached to one another. My creator, “make me happy! Let me give my love to some living thing.”

As you can see, the feeling of being excluded, lonely, and unloved is handled very successfully in the book. If you want to understand what Frankenstein goes through, I recommend you to read the book because it is finished in one sitting. I will not mention the end of the book in case you read it. If you read it, please share your thoughts with me. I will be waiting.☺

Here is my email account: llailurophilell@gmail.com

Ceren Nur ERDOĞAN

STUDENTS' VOICES FROM INTERNATIONAL CONTEXTS

The following section includes the essays written by the students from Ukraine (Academician Stepan Demyanchuk International University of Economics and Humanities, Rivne Regional Scientific Lyceum) and Poland (the Silesian University of Technology). Participation of the foreign authors turns our issue into a multicultural edition. Moreover, bringing in their fresh insights and sharing their inner vision reveals the problem of social responsibilities from different angles and new perspectives.



Biodata

Anatolii POPOV, Ukrainian, a student at the Academician Stepan Demianchuk International University of Economics and Humanities, studying English language and literature at the faculty of History and Philology.

VOLUNTEERING AS A FORM OF CIVILIANS' SOCIAL RESPONSIBILITIES DURING WARTIME

For many years, volunteering has been an important part of society. Volunteering becomes even more important during times of war because individuals face a crisis and require assistance. Volunteering during a war is not only a way to help the war effort, but it is also a form of social responsibility that can bring communities together and give individuals a sense of purpose at difficult times.

Volunteerism as a phenomenon can be examined in particular in the context of the war in Ukraine. Since the beginning of the full-scale invasion the whole society has been arbitrarily divided into different groups in order to achieve the same goal.

Individuals can volunteer in a variety of ways during a war. Serving in the military is one of the most common ways. Joining the military is a significant commitment that necessitates dedication and sacrifice, but it is also a means of defending one's country and contributing to the war effort. Military service members play an important role in times of war because they are responsible for protecting their country and its citizens.

However, volunteering during a war is not limited to military service. Individuals can also help the war effort in a variety of other ways. One instance is numerous individuals enlisted in the military as medical personnel. This is an amazing act of selflessness on their part, because medics are also in danger on the front line. Since the vast majority of women are unable to directly participate in combat operations, they volunteer behind the lines. They prepare meals for soldiers who are on the front lines, collect necessary clothing for refugees, and assist them with housing.

It is worth noting the establishment of charitable funds to collect money for the needs of military personnel. The main phenomenon is that the majority of Ukrainians have made it a habit to donate to these fundraising organizations on a daily, weekly, or monthly basis without expecting accountability in return. This demonstrates once again the thesis that in difficult times, people are more likely to trust their fellow citizens because they share a common goal.

Becoming a volunteer during a wartime shows one's concern for their community and for their country, which is an example of social responsibility. People show their readiness to make sacrifices for the greater good by volunteering. In the same way that towns band together to support the war effort, volunteering likewise draws individuals together. In times of war, when individuals may feel alone or terrified, this sense of togetherness can be especially crucial.

Volunteering during wartime can provide individuals with a sense of purpose in addition to social responsibility. When people volunteer, they are helping something bigger than themselves. This can be a rewarding and meaningful experience that helps people feel connected to their community and country. Furthermore, volunteering during a war can give people the sense that they are making a difference, which can be a powerful motivator at hard times.

Wartime volunteering is not without its difficulties. The risk of injury is one of the most challenging problems. Serving in the military or volunteering in hospitals, for example, can be extremely hazardous. Despite these risks, many people choose to volunteer, demonstrating their dedication to their community and country.

Finally, volunteering is a type of social responsibility that is especially important during times of war. Individuals who volunteer prove their willingness to make sacrifices for the greater good, and they contribute meaningfully to the war effort. While volunteering at warfare can be dangerous, it is a significant way to support the war effort and manifest one's commitment to social responsibility.

Anatolii POPOV

Biodata

Anhelina STAS holds a bachelor's degree in English language and literature and is currently pursuing a master's at the Academician Stepan Demianchuk International University of Economics and Humanities. She is a practicing English tutor from Ukraine. She is eager to deepen her knowledge and become a professional in her area of expertise.

VOICE MATTERS

Okay. Get comfortable. Imagine a situation where you can't move, you're paralyzed. You can't even speak, and you barely breathe. You just think about things that you didn't have enough time to do. You're thinking how beautiful your life was, and still, you were always complaining that something could have been better. Do you know what happened? Your entire existence has just collapsed on you. You're powerless and forlorn as you lie there. You can't hear what's going on the other side. You're concerned about your loved ones and fear that you won't see them again.

Have you imagined that? How do you feel? Probably devastated, but with a new spark to live and enjoy your life.

People all over the globe have been experiencing this since the beginning of the twenty-first century. Do you know what the most common reason for that is? War. Congo, Syria, Sudan, Iraq, Afghanistan, Nigeria, Yemen, Ukraine... Those are not even all of them, those are claimed to be the deadliest.

The level of bloodshed that is spreading around the globe is unthinkable. And I'd like to inform you of the causes for this: control, territory, resources, and hatred. This is frightening. I can't believe I'm living in such times; how can I raise children in such a world?

My country, my people, my loved ones, and my companions are currently battling against hatred. The brave warriors lay down their lives for independence, freedom of expression, Ukrainian identity, and European ideals.

The combatants are valiant, but they require our assistance. Ukrainians have become unified. Many people are unable to battle on the frontline, so we contribute, help, and spread the word.

It is everyone's responsibility to advocate for those in need. We must protect civil liberties and democracy. Otherwise, we will exist in anarchy, where bad triumphs over virtue.

Every day, we must take steps to put an end to the torment and brutality that surround us. The very least we can do is to raise awareness and encourage people to stand up and express their thoughts. And I'm speaking now on behalf of Iranian women, Syrian survivors, protesters all over the world, American children, and heroes who are no longer with us in my powerful and shattered Ukraine.

If you speak up, you will be heard. It is the bare minimum of what you can do. Use social media to get the news out.

Allow your ideas to be acknowledged.

Anhelina STAS

Biodata

*I am **Inna MIZIURKO**, Ukrainian by nationality. I work as a teacher of English at school. I graduated from Stepan Demianchuk International University of Economics and Humanities in 2022, and obtained my diploma as a teacher of English and Polish Languages. Now I am a Master Degree student at Stepan Demianchuk International University of Economics and Humanities. In my opinion, learning and being fluent in foreign languages is a good bonus that reveals lots of opportunities for us.*

WHEN YOU ARE GOOD TO OTHERS, YOU ARE BEST TO YOURSELF

In our everyday life we meet people who are always ready to help. And since the war continues in my country, I am even more convinced of this, because the whole world is helping Ukraine. Every country understands that the aggressor has no moral principles.

And it is worth mentioning that such people help not because they are asked to help. In this way they give an example of how people can be attentive to each other. Each person ought to do good because they want to do so, not because they are told to help.

There is an African proverb which says, «Help me during the flood, and I will help you during the drought». When we help other people, we do a good thing for them. No one knows for sure what will happen tomorrow. We see how various misfortunes happen in different parts of the world and every country tries to help as soon as possible. Because the greatest treasure we have is life. And we should cherish it and not take away the opportunity to live apart from others.

So, forming moral values is not a simple thing, it could take us our whole life. Humanity is formed from childhood at home as well as in various kinds of communities such as schools, universities, churches. It is very precious if we are willing to help from the bottom of our hearts, because otherwise we cannot survive in this world. It would seem such a simple issue of social responsibility, but what a deep meaning it carries and how relevant it is in any country and at any age!

Inna MIZIURKO

Biodata



I am Ivan MELNYCHUK, a student of Rivne Regional Scientific Lyceum, Ukraine. I'm keen on English learning, Research and Development work.

SOCIAL RESPONSIBILITIES AND ETHICS IN THE 21ST CENTURY

Social responsibility and ethics are two important components of the success of any nation, community or an individual. Social responsibility refers to the obligation to act in a way that benefits society as a whole, while ethics relates to the moral principles that guide individual behavior. The importance of social responsibility and ethics in modern society cannot be overstated. Organizations and individuals that prioritize them are likely to be more successful in the long run and play a significant role in creating a better world for everyone.

The war in Ukraine clearly showed that in order to save our country and not let it get apart we have to work not only for our benefit but for the good of the society, too. Each of us has done our best since the war started. Some people joined the army, others entered the State Emergency Service and others started to volunteer and help the displaced people from occupied regions. We all are out of a sense of social responsibility, not out of self-interest. By protecting the country, encouraging peace, supporting the war effort, and showing compassion and empathy, individuals play a role in ending the conflict and promoting a more peaceful and stable future for Ukraine. While the road ahead may be difficult, it is through the collective attempts of individuals and communities that lasting change can be achieved.

Despite many benefits of social responsibility and ethics, there are still many challenges associated with implementing these principles in practice. One of the biggest challenges is that there is often a tension between social responsibility and profitability. In some cases, organizations and separate individuals may feel that they need to prioritize profitability over social responsibility, sometimes even illegally, as each of us is naturally driven by self-interest in the first place. You can trace these happening even during war to some politicians caring only about themselves and stealing or laundering money through illegal schemes. Often, the ethical implications of either a decision or an action are overlooked for personal gain and one's benefits. However, we need to understand, that's our civic duty to give back something to the society we live in.

Thus, social responsibility and ethics are important components of the success of any organization or individual in today's society. By acting according to these principles, people and organizations can promote trust, reliability and care for the environment. Applying social responsibility and ethics creates challenges, but the benefits are worth the effort. Finally, by prioritizing social responsibility and ethics, we can create a fairer and more sustainable world for ourselves and future generations.

Ivan MELNYCHUK

Biodata

*My name is **Kamil KLECZ**, and I am nineteen. I am studying Industry Informatics at the Silesian University of Technology in Poland. My interests include artificial intelligence, philosophy, and digital art.*

MY CONTRIBUTION TO SOCIETY

As members of society, each of us has an opportunity to have influence in the world around us. Through our actions, words, and resources, we can contribute to the well-being and advancement of our communities and beyond. Here are five ways to make a positive contribution to our community:

1. Volunteering: Volunteering is a powerful way to give back to society and build relationships with others who share your values. You can find volunteer opportunities in your region or online, from tutoring, mentoring, and coaching to fundraising, cleanup, and organizing. By volunteering, you can learn new skills, make new friends, and positively impact the lives of others.

2. Supporting local businesses: Local businesses are the backbone of the communities, providing jobs, goods, and services that enhance the local economy and culture. By choosing to purchase, eat or use the services of local businesses, you can help them succeed and create a ripple effect of prosperity. You can also spread the word about your favorite local businesses through social media, criticism, or advocacy.

3. Charitable donations: Charities exist to assist individuals, animals, or the environment in need. By giving to charitable organizations, you can support causes that match your values and priorities. You can research charities to ensure that your donation goes to a reputable and effective charity and consider making donations regularly or in response to specific events or campaigns.

4. Be kind: Friendliness is a universal language that can bridge differences and create positive connections among people. By being good to other people, you can improve their mood, self-esteem, and well-being, and feel good about yourself. There are plentiful ways to practice kindness, such as giving a compliment, a smile, a helping hand, or an attentive ear. You can also spread kindness on social media, sharing inspiring posts and stories.

5. Advocating for change: Sometimes contributing to society forces us to question the status quo and work for a brighter future. By advocating for change, you can raise awareness of your issues and encourage others to act. You can write letters to your representatives, attend gatherings or demonstrations, or use social media to advance your cause. You can also learn more about the root causes and practical solutions and collaborate with others who share your vision.

In conclusion, there are ways to contribute positively to society, and you can choose those that match your strengths, interests, and values. In doing so, you can build a brighter and more inclusive world for all.

Kamil KLECZ

Biodata

I am Magdalena CHOLI. I am a first-year student at the Silesia University of Technology in Poland. My studies profile is Architecture and I like this subject. My other interests include traveling and helping people.

SOCIAL AND ETHICAL RESPONSIBILITIES. BENEFITS OF VOLUNTEERING

Have you ever thought about our duties towards society? Well, each one of us, being a member of a community, is responsible for contributing to its improvement. For this reason, increased numbers of people are choosing to volunteer to meet their obligations. While working or supporting a charity, we can achieve many benefits and grow better as human beings.

For example, one of the many works volunteers do is educate the younger generation on the importance of helping people. It is quite common to organize events such as marches and try to attract people. During such events, many people become aware of the problems of our society and must face them, such as poverty, unavailability of health care, and many others. In any case, volunteering is not just about giving speeches, it is about trying to make changes ourselves. The best examples are fund-raising, food distribution, blood donations, or social work such as helping in orphanages or cleaning up public places, such as parks or squares. Moreover, we can perceive such events as great opportunities for socialization and meeting new people. While we interact with different people, we learn their views and shape our own opinions. What is more, volunteering has a tremendous impact on our morale. It also creates a feeling of ethical accountability in our minds. Once you see the tragedies of people, you start to appreciate what you have. Sometimes, when we interact so closely with people in need, we grow as people. Many humans take pride in being volunteers and have a profound sense of achievement and satisfaction with the results of their work.

I know the benefits of volunteering because I have been volunteering for the last couple of years. While working for the charity, I have experienced many situations that have left an impression on me. To sum up, I highly recommend that you try to volunteer on your own.

Magdalena CHOLI

Biodata



Oksana VYBOICHYK. Postgraduate student of the 1st year of the International University of Economics and Humanities. I have been working at school for 10 years.

SOCIAL RESPONSIBILITY DURING WARTIME

Social responsibility and ethics are generally accepted norms that are relevant to society. Disobeying social norms leads to chaos. That is why, as T. Hobbes wrote: "The state was created not to make people's lives a paradise, but to prevent it from becoming a hell." The same words will be relevant to the role of social responsibility as well.

Socially responsible behavior presupposes a person's awareness of all the demands placed on him by society, the state, and others.

Special requirements for social behavior arise in emergencies, in particular during the war.

The issue of social responsibility and ethics in life during the war is a complex and multifaceted one. War can bring out the worst in people, leading to actions and decisions that are morally questionable or outright unethical. At the same time, it is also a time when individuals and communities must come together to support each other and make difficult choices in the face of extreme circumstances.

One of the key ethical issues that arises during times of war is the treatment of prisoners of war and civilians. The Geneva Conventions together with the UN Charter, are the only international treaties in which all states participate. Denial, ignoring the fundamental norms proclaimed in these conventions put the state outside the bounds of the civilized community. These documents set out guidelines for the humane treatment of prisoners and non-combatants, but these standards are often ignored or violated in practice.

Another issue that arises during the war is the allocation of resources and aid. It can be difficult to balance the needs of soldiers and civilians, especially when resources are scarce or access to aid is limited. There may also be corruption or favoritism in the distribution of aid, which can exacerbate existing social inequalities. I would also like to note that often during the war, the collection of funds for aid is announced. Many people make donations, but the situation is often disappointing when the funds received do not go as intended. Therefore, most citizens prefer to make money transfers to their friends or trusted people.

The third issue is the use of propaganda and misinformation to manipulate public opinion and justify acts of aggression. Governments and other actors may use media outlets, social media, other channels to spread false or misleading information, stoke fear and hatred.

Overall, the issue of social responsibility and ethics in life during the war is a critical one that requires careful attention and consideration. It is important to remember the humanity and dignity of all individuals, even during the war, and to strive for ethical decision-making and behavior in all aspects of life.

Oksana VYBOICHYK

Biodata

Oleksandr LAZORENKO, Ukrainian, a student at the Academician Stepan Demianchuk International University of Economics and Humanities, studying English language and literature at the faculty of History and Philology.

THE ROLE OF CIVIL SOCIETY FOR ETHICS

Civil society includes a wide range of public organizations, active citizens, non-governmental organizations, volunteer organizations and other public institutions that act independently of the state and take responsibility for solving certain problems and issues. The role of civil society in ethical issues is to promote the formation of general norms and values, which should become the basis of ethical standards and norms of behavior in society.

One of the main roles of civil society in matters of ethics is to influence the formation of the general outlook and values of society. Civil society organizations and activists play an important role in leading discussions and promoting ideas that address ethical issues. For example, civil society organizations can help in the study and analysis of ethical problems and propose solutions that take into account the interests and needs of society.

In addition, civil society can take responsibility for monitoring compliance with ethical standards in society. Public organizations and activists can act as inspectors who monitor violations of ethical norms in various spheres of life, respond to them and provide recommendations for improving the situation.

Moreover, civil society can monitor the ethical behavior of government officials, entrepreneurs, scientists and other important groups of society. This makes it possible to control whether they act in the public interest and adhere to ethical standards.

Public organizations can create ethical codes of conduct that apply to various aspects of public life. For example, such codes may relate to business ethics, research ethics, journalistic ethics, political ethics, etc. Such codes can become an important tool for the formation and support of appropriate ethical behavior in the relevant spheres of activity.

Civil society organizations and activists can help develop and maintain ethical standards in society. They can participate in the process of forming legislation related to ethical issues, as well as participate in the discussion of ethical aspects of issues raised in society.

Thus, the role of civil society in ethical issues is to ensure the proper organization and control of ethical standards in society, to promote important values and ideas related to ethical issues, and to promote the development and enforcement of ethical codes and standards. Such activity is important for ensuring proper behavior in various spheres of life, for ensuring ethical principles and values important for maintaining law and order and harmonious development of society.

Oleksandr LAZORENKO

Biodata

Pavlo SAKHANDA, Ukrainian, a student at the Academician Stepan Demianchuk International University of Economics and Humanities, studying English language and literature at the Faculty of History and Philology.

THE ROLE OF THE GOVERNMENT IN PROMOTING SOCIAL RESPONSIBILITY DURING THE TIMES OF WAR

Governments have a meaningful role to play in fostering social responsibility during times of war, and especially nowadays it is crucial to demonstrate dedication to this cause by taking some very important actions in this area.

By meeting their citizens' basic necessities, governments can encourage social responsibility in a number of ways during a time of war. In addition to working to increase access to critical services like healthcare, governments must launch social welfare programs to assist families of soldiers, refugees, and internally displaced people. In order to safeguard and take care of the vulnerable even during the war, this has proven essential.

Governments should also take the initiative to encourage social cohesion and solidarity amid the war. It can be another illustration of the nation's social duty. They should promote civic involvement and volunteerism, funded neighbourhood groups, and cultivated a sense of patriotism and pride in the country. As a result, a sense of community and support among citizens will be strengthened.

Maintaining respect for ethical standards and human rights during times of war is arguably the most difficult challenge. Governments must exercise caution to ensure that acts of violence, hostility, and devastation committed during the war do not violate ethical or fundamental human rights. To do this, it may be necessary to establish for military troops clear guidelines for conduct, safeguard vulnerable civilian populations, and guarantee the humane treatment of detainees. Governments can also encourage moral conduct by educating and training military personnel as well as by openly denouncing violence and abuse.

In the end, governments must show their dedication to safeguarding the welfare of the population and fostering stability, resilience, and accountability throughout times of war by meeting basic necessities, encouraging social cohesion and unity, and preserving human rights and ethical values.

Governments play a complex and multidimensional role in encouraging social responsibility during times of war. In order to maintain the values and ideals of their society, governments must strike a balance between the needs of the war effort and the needs and well-being of their citizens. Governments can support the preservation of a sense of social duty even during times of war by boosting social cohesiveness, and upholding human rights and ethical principles.

Pavlo SAKHANDA

Biodata

*My name is **Peter KRASKA**. I am twenty and I am studying Computer Science at the Faculty of Automatic Control, Electronics and Computer Science at the Silesian University of Technology. I live in a small town in the Silesian Voivodeship in Poland. I am interested in programming, modern technologies, chess, and fitness. My favorite sport is downhill skiing. My goal is to achieve the highest level in programming, and I will work hard to achieve it.*

BENEFITS OF VOLUNTEERING

Volunteering is a free and willing commitment to various actions and activities that bring benefits to communities or organizations. Volunteers can engage in activities such as caring for children or seniors, helping animals, working in education or culture, and many others. There are many reasons why volunteering is worthwhile. The following arguments confirm that.

The first and most important benefit of volunteering is its positive impact. We have three main advantages of volunteering. The primary benefit is the satisfaction of doing something right for others. Assisting the needy, supporting the elderly, rescuing animals, and artistic or scientific achievements. These activities are both joyful and satisfying. Volunteers often say that what they do provides them with a sense of accomplishment and makes them feel better about themselves. The second advantage is the growth potential. We can develop new skills, like communication, teamwork, time planning, and problem-solving. Volunteering can also contribute to self-assurance and emotional development. The final benefit can be improvement of mental and physical health. Helping others can alleviate stress and improve self-esteem. Also, volunteers often spend time in the open air, which has a positive impact on physical health. In addition, voluntary service can build positive relationships with other people, which also has a positive effect on mental health. To boot, personal development in the field of culture or science can strengthen self-confidence or combat ubiquitous stress, which also gives tangible benefits to volunteers.

The second big advantage of volunteering is its positive impact on the community and the environment. By working with a variety of organizations, volunteers have an opportunity to meet new people and make new social connections. This makes it easier to make communities aware of the issues facing them, which allows them to resolve the problems more quickly. Voluntary actions can also help safeguard the natural environment, improve the cleanliness of towns and villages, and promote sustainable development. Volunteers are often involved in environmental projects such as planting trees or collecting garbage. Such actions contribute to the improvement of the state of the environment and the reduction of the negative impact of humans on nature.

The last benefit is greater employment opportunities. The employers like people with experience at volunteering. The non-technical skills gained during volunteering are crucial in many industries. Furthermore, contacts acquired in this way may help to find employment. Businesses like to employ people who have a passion for doing the right thing. This means that volunteering can become a start to a professional career.

To sum up, volunteering is a wonderful opportunity to help others and to develop and acquire new skills. This type of unpaid work has many advantages, not only for the volunteers themselves but also for the community and the environment. So, it is worthwhile volunteering and helping to create a better world for everyone.

Peter KRASKA

Biodata

*My name is **Taras PRYT** and I am a third-year student at Academician Stepan Demianchuk International University of Economics and Humanities.*

With all respect I present my short opinion essay about who can be considered as a socially responsible person.

SOCIALLY RESPONSIBLE PERSON

As we know, to be socially responsible means to contribute to society by making the "right" decisions and actions. But is it irresponsible to contribute to yourself? Is it harmful to the environment?

I think it is a matter of balance. Finding that golden spot in which one can improve without being fully focused on himself is a key to becoming a socially responsible individual.

In addition to that, by making yourself a better person you also make society better. You are a part of it, after all.

Another thing is when a person sacrifices everything for the sake of society. Can we call this person a socially responsible one? Yes, he/she cares about other people but for what cost? Sure, there are cases in which that person can have no other choice but for the most part, we should consider the risks. Once again, you are a part of society and a blind sacrifice doesn't mean you do good for other people.

To sum up, be respectful of other people but also respect yourself. It all begins with you in the end.

Taras PRYT

Biodata

I'm Vladyslav MELNYK, and I am 19 years old. Right now I am gaining a Bachelor degree in Academician Stepan Demyanchuk International University of Economics and Humanities (IUEH). Took part in "Opening the Borders" projects where communicated with students from countries all around the world.

HOW TO BEHAVE YOURSELF IN EXTRAORDINARY SITUATIONS?

We often find ourselves in extraordinary situations that can test our ability to remain calm and behave naturally. It could be an emergency situation, a conflict with someone, or a sudden change in plans. Being prepared to handle unexpected situations is valuable, as you never know when and what could happen to you.

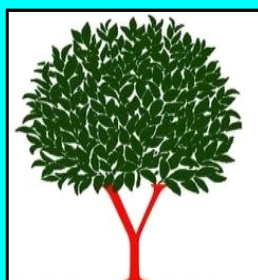
Firstly, it is essential to remain calm, obviously. It is natural to feel fear, anger, or anxiety in unpredicted incidents. However, such behaviour can only make everything worse. Instead, take a deep breath and try to understand the situation. This will allow you to think more clearly and make better decisions. Everybody prefers to speak with a calm person, who can control their own emotions. A famous Turkish playwright Mehmet Murat Ildan once said: "By staying calm, you increase your resistance against any kind of storms."

Secondly, it is important to communicate clearly and effectively. In order to navigate extraordinary situations, we need to be able to communicate our thoughts and needs clearly to others. Be respectful, and try to listen actively to what others are saying. If you are unsure about what to do, don't be afraid to ask for help or advice from others. There is nothing bad about asking for help, because everybody can make mistakes. Another point of view could really help in most of the situations.

Finally, it is relevant to learn from your mistakes and gain experience. Unforeseen circumstances can be really challenging, but they can also be opportunities for learning and your mental development. Take some time to think about what happened, what you did well, and what you could do better and how to avoid such situations in the future. But it is not so easy to be critical of yourself, so you can ask someone to help you.

In conclusion, behaving correctly in extraordinary situations requires a combination of calmness, communication, and learning. This type of event is a fundamental part of our life. They help us to become better and acquire knowledge. Without them, your life would be too easy, don't you think?

Vladyslav MELNYK



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