



CUKUROVA  
UNIVERSITY

# CU SoFL

M A G A Z I N E O N L I N E



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## A Word from the Director:

Dear Reader,

With every passing day, the world is witnessing the extinction of a significant number of animal and plant species from the once-luxurious plethora of the Blue Planet's biodiversity. In a parallel fashion, the same can be said of one-time linguistically diverse communities along with their linguistic and cultural properties. While this saga unfolds before our own eyes, self-interest-eyeing, avaricious mega-business holders thought to be stationed at the root of the problem behold this tragedy with the most blaring impunity. In a world where regard for diversity is on the decrease, we set out with the conviction that an academic event emphasising the coexistence of diverse cultures and languages under the same umbrella of multiculturalism would be appropriate and, therefore, mutually benefit all linguistically and culturally diverse individuals. Our event, LFAC-2023, attracted participants from different parts of the world, each contributing with their profound knowledge and expertise to our conference. Linguistic diversity was highlighted, and the English language was introduced not as a language of the elite with its 'purity,' devoid of the influence of other languages, but, on the contrary, as a language embodying linguistic and cultural characteristics inherent in other languages. Even though fiery debates ensued during the sessions, there was a unanimous voice emerging from the participants: English is now, and has been for decades, an international language that cannot and should not keep itself immune to the external influence of linguistic and cultural characteristics of the non-native speaker. Happy reads.

Prof. Dr. Yonca ÖZKAN

Director

## ***Institutional News in Brief***

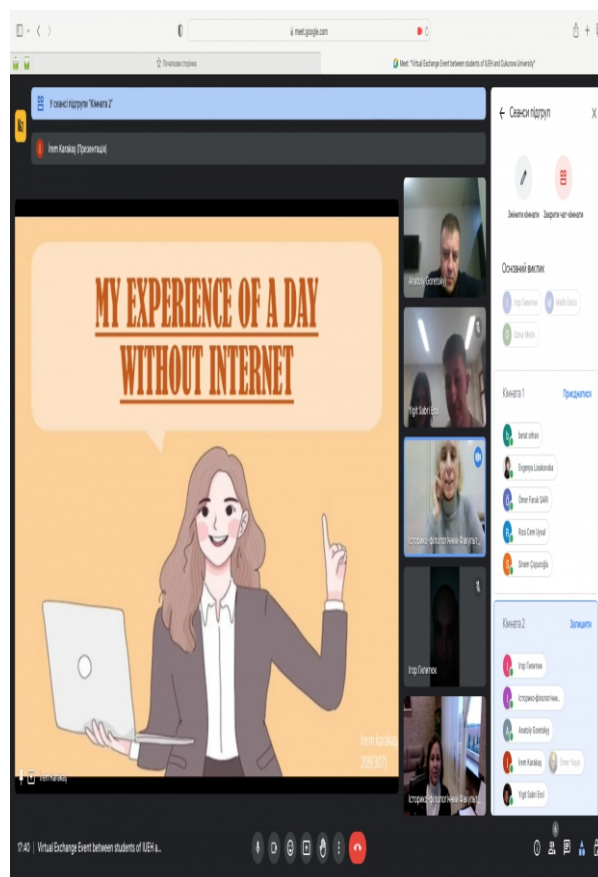
### ***A Day Without the Internet - a Virtual Exchange Event***

**26 October 2023**

The first Virtual Exchange event between P2 students of the School of Foreign Languages and students of the International University of Economics and Humanities was successfully completed.

The suggested experiment to spend one day without the Internet was a great idea for the participants to devote their day to non-digital yet enjoyable activities and experiences, eventually reflected in the lovely presentations.

Quizzes, a survey, interaction in small mixed groups – all these gave students the opportunity to improve their English skills and expand their cultural background.



### ***Traditional Foods and Holidays - a Virtual Exchange Event***

**27 November 2023**

The virtual exchange event between P3 students of Cukurova University and Ukrainian students from IUEH was successfully held on November 27<sup>th</sup>, 2023. The participants were talking about traditional foods as a part of the folklore of a country or a region and national holidays which hold a special place in our hearts.

Demonstrating presentations on the topic, collaborating on creating a joint event, having a competition – all these activities gave our students an opportunity to improve their English, sharpen their soft skills and broaden their cultural outlook.

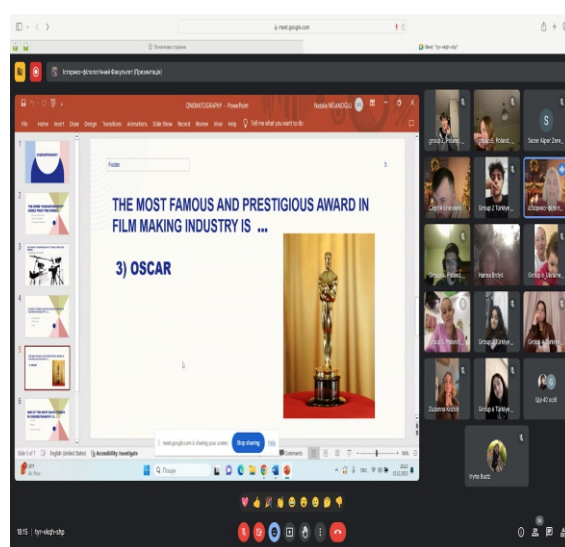
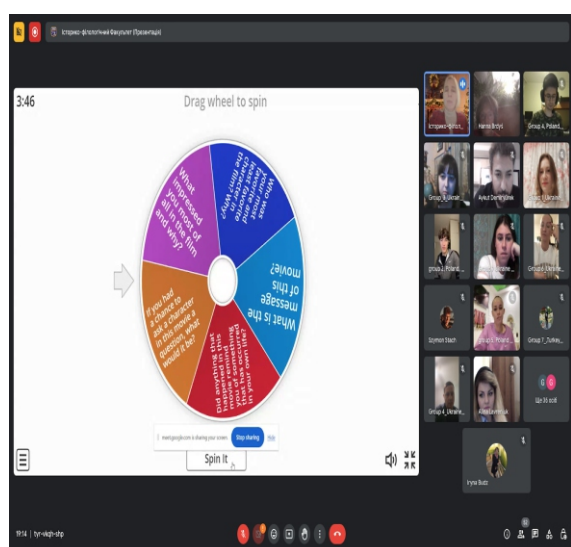


## *Virtual Exchange Event on Films*

**15 December 2023**

An absolutely unique event with our students' engagement took place on December 15, 2023. Another virtual exchange that united university students from three countries--Turkey, Ukraine and Poland--was devoted to cinematography and films. Sharing childhood cartoon memories, doing a quiz, discussing films in mixed groups, spinning a wheel of questions - all these activities made the session exciting and beneficial for the participants!

The coordinator of the Intercultural Club Natalia Nisanoğlu, the moderators Aykut Demiryürek (Türkiye) and Hanna Brdys (Poland) did all their best to establish a friendly atmosphere and provide a positive intercultural communication experience.





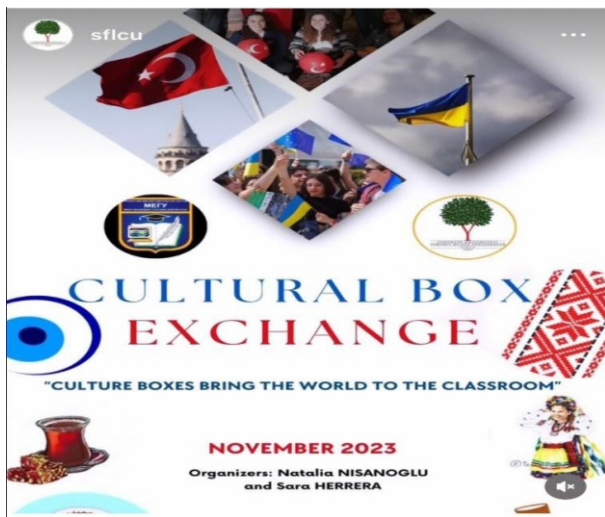
## *Cultural Box Exchange Project comes to Fruition*

**27 December 2023**

Cultural Box Exchange is always about bringing the world to a classroom. CU SoFL "Cultural Box Exchange Project" is an opportunity to interact in a more genuine way with other cultures. We sent a box full of cultural Turkish items to Ukraine to share more about our culture. We also received a box from Ukrainian students at the Economics and Humanities University to have a chance to explore their culture through the items they shared.

The collection of the items that symbolise Ukraine was delivered to the School of Foreign Languages and shared between the members of the Intercultural Club. Events like this challenge students' perceptions about a country and develop their awareness of cultural diversity.

Let each gift from the cultural box bring our participants closer to Ukrainian culture and be a moment that sparkles!

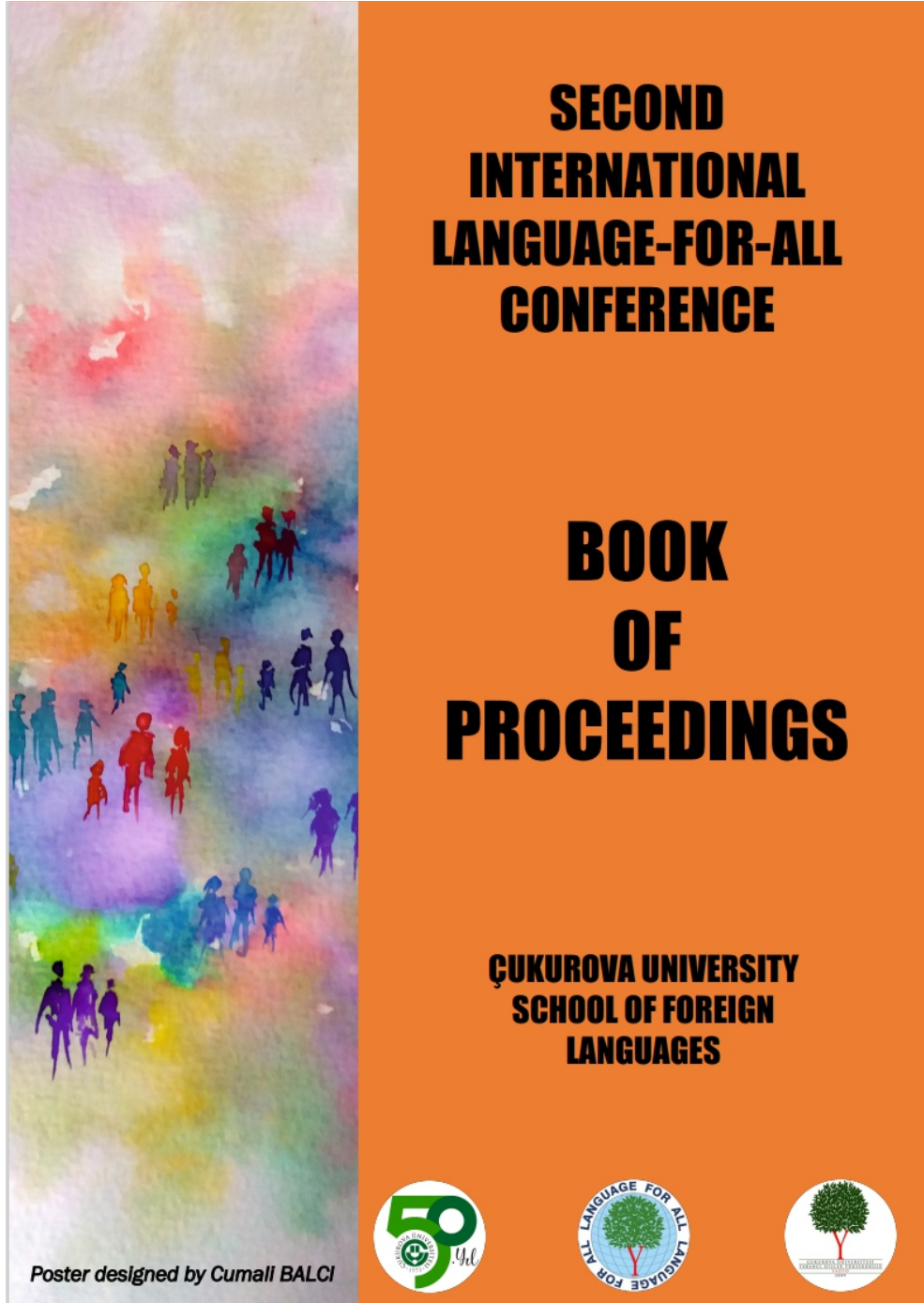


## ***Second International Language-for-All Conference: Book of Proceedings***

***27 December 2023***

The Second International Language-for-All Conference was held on 19-20 October 2023 at Çukurova University. The Book of Proceedings was published after the conference. Click the link below for the Book of Proceedings.

<https://lfac.cu.edu.tr/storage/LFAC%2023/Second%20International%20Language-for-All%20Conference;%20Book%20of%20Proceedings.pdf>



## **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 organise contests, podcasts and vodcasts, 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.
- The submission should be in standard 12-point font, Times New Roman.
- The submission should include your name and affiliation, and a title for your work.
- The submission should include a brief biodata in a word document and a photo for each author if possible.



## **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](mailto:cusoflmagazine@gmail.com)

### ***Organizing Team:***

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*The theme of the eighth issue is:*

*Multiculturalism*

## **Biodata**

**Meryem ÖZDEMİR-YILMAZER** is an English language lecturer at Cukurova University, School of Foreign Languages, Adana, Türkiye. She holds a PhD in English Language Teaching from Cukurova University. She has experience of teaching English for more than 10 years.

### **REFLECTIONS ON THE SECOND INTERNATIONAL LANGUAGE-for-ALL CONFERENCE**

This year, our school, Cukurova University School of Foreign Languages, hosted the Second International Language for All Conference, centred on the theme of "Cultural Diversity and Multiculturalism." The keynote speeches revolving around this theme, along with subsequent discussions, were truly inspiring. There were also numerous talks on a wide range of topics in the English Language Teaching (ELT) field which shed light on the recent trends and pedagogies. One of the highlights of attending a conference on your own campus is having your students present in the conference hall. Besides my preparatory year students, I extended invitations to my first-year BA students enrolled in my "Listening and Pronunciation" course at the ELT Department. My main purpose in encouraging them to join the conference was to familiarise them with the academic environment, expose them to prevalent discussions in the ELT field, and raise their awareness about the distinction between academic language and everyday language. My students shared afterwards how they were influenced by the presentation skills of the speakers on the stage and the academic discussions following the talks. Although they had some tough moments in understanding some theoretical concepts and terms related to statistical analyses, I believe that it was an immensely valuable experience for all of them. In the forthcoming pages, you will find some of their reflections on the conference. All in all, I would like to extend my heartfelt gratitude to the esteemed Prof. Dr. Yonca ÖZKAN and my dear colleagues on the organising committee for their unwavering efforts to make such a conference possible. Also, I would love to express my appreciation to my students, Bilal Özgür, İkbāl, Muhammet Eren, Nupelda, Özgür, Rana, and Sena, who graciously shared their experiences on this issue of the CU SOFL magazine.

Dr. Meryem ÖZDEMİR-YILMAZER

## **Biodata**

My name is **Bilal Özgür BALDAZ**, I was born in 2004, March 7th, and I am a first-year student at the English Language Teaching Department. I was always passionate about English, and being a teacher became my goal in my childhood years because my mother, my uncle, and my aunt, who were all English teachers.

I like reading (especially literature and educational books), learning new things, travelling around, exercising, watching movies/series that mean something, and doing anything that can be an object of my passion(s). Email: ozgurbaldazz@gmail.com

## **MY NOTES on LANGUAGE-for-ALL CONFERENCE**

It was a rough day for me as I had to take notes while I was all ears listening to a subject that I am indeed so interested in, nevertheless, I was able to take my notes and this is my reflection on 4 sessions of the Language for All conference that was held on Thursday, 20<sup>th</sup> October. The first session I attended was the most interesting session for me due to the keywords; *learner autonomy, language learning motivation, and self-efficacy beliefs*. It was focused on Hungarian students but I think it can be contrasted to the general psychology of students. The most interesting part of this speech was self-efficacy beliefs. I also learned that students idealise a second personality of themselves in second language acquisition (*ideal self*) and try to accomplish this idealisation in the process of language acquisition. This speech was very educational for me and I was quite satisfied by this talk.

The second session was about INSET activities and their history in Türkiye, it also highlighted the demotivational effect of non-initiative approach in current INSET activities that are held in Türkiye right now. This was important as it indicated a problem that teachers in Türkiye have been experiencing. The most interesting part for me was that in the past Turkish teachers were getting sent to foreign countries as an INSET activity, and everyone was very happy about it. This speech was also highly informative about a specific subject and that's why I liked it.

The session that I liked the most was the third session. It was different because it was given by two people rather than just one speaker. I think this speech embellished the conference even just by this feature of it. The speech mainly focused on how "Reflective Teaching" helped to create a "*teaching identity*" even for non-teaching degree students. The way they practised their study and how transparent and informative they were when explaining all the stages of it were magnificent. The study was far out just by itself. I must congratulate the diligent team behind this study and speech.

The last session I attended was about Developing Learner Autonomy in Online EFL Education, a subject that I was uninterested in. But this doesn't mean that it wasn't enlightening in many of its aspects. Especially when the significant role of technology in achieving *learner autonomy* was mentioned, the talk particularly took my attention. Another part that I liked was that the speaker mentioned and quoted other significant academicians in various parts of the speech; it was professional, coherent, and also supported by the previous studies in the field, which is something good in my book. Again, this speech was an in-depth analysis of a specific subject, I liked this aspect, it was didactic.

In conclusion, this was my first written reflection on a conference and I liked the general atmosphere at the Language for All Conference and enjoyed being invited by our teacher Dr. ÖZDEMİR YILMAZER, I thank her, the team behind the organisation of this conference and the Cukurova University SOFL for this inspiring experience. It was interesting to see the academic way of speaking in contrast to the normal way we talk. Thank you for reading.

Bilal Özgür BALDAZ

### ***Biodata***

*My name is İkbāl KÜÇÜKCAN and I am 19 years old. I am studying at Çukurova University and my department is English Language Teaching. Dealing with language has always been fun for me and this passion led me to this department.*

### ***MY REFLECTION on the LANGUAGE-for-ALL CONFERENCE***

Firstly, I would like to say that I attended the Language for All Conference last year as well. So, attending again made me happy and I appreciate being at this conference. At the conference, there were a lot of topics which informed us in several ways. The range of topics was so wide and it was fine to be offered a lot of options to listeners. In the four sessions that I participated in, I enjoyed them a lot. The environment and the speakers at the conference were amazing.

To begin with the speeches, I attended Prof. Kata Csizér's keynote speech. In my opinion, it was very informative. I was entertained by her presentation about Hungary and the country's education system of teaching English. Apart from that, I also enjoyed listening about learning a second language and the motivations for learning a foreign language. As I have mentioned before, all the sessions which I attended were very educational. However, except for the other three sessions, I also attended the speech on feedback literacy, and I think that the topic was pretty important in terms of education. I believe that all the teachers and teacher candidates should be much more aware of the importance of feedback. There is one more speech that fascinated me. It was about teaching English to very young learners and the survey conducted by lecturers was very explanatory. They focused on the term "Reflective Teaching" which is pretty significant on account of teaching.

In general, I have to say that the data and numbers used at the conference were confusing. The language that was used was also complex but the terms were familiar because of my department. Apart from these, on the whole, the conference was wonderful and I was quite happy to be there.

İkbāl KÜÇÜKCAN

## **Biodata**

*My name is **Muhammet Eren BAYRAK**. I am a first-year student at the University of Cukurova, English Language Teaching Department, where I am learning how to teach English. During my time at Cukurova University, I attended courses on English and the basics of being a teacher. In high school, I went to the Hacı Sabancı Anatolia High School, where I improved my English to the degree I am at. I originally studied in the Math department.*

## **THE LINGUA FRANCA DEBATE AND OTHER HOT TOPICS in LANGUAGE EDUCATION: A RECAP OF THE SECOND LANGUAGE-for-ALL CONFERENCE**

I had the chance to attend the Second Language for All conference and in my opinion, the conference was very informative and the topics caught my interest. I could only attend four of the sessions but I wish I could have attended more of them, now I am going to write about them:

The first speech was entitled “Does voluntarily teaching very young learners let non-teaching degree students develop a Language Teacher Identity?”. This is a very interesting concept and I have never thought that an English linguistics student could become a teacher but if we use the voluntary teaching practice in kindergarten it may happen. The speaker gave us quotes from some volunteers and it seems they were successful in developing Language Teacher Identity. For me, that is great because by letting non-teaching degree students become teachers, we could be able to fix the ELT deficit in the World.

The next presentation was on the topic of INSET. In my point of view INSET which means in-service training is very helpful, especially for teachers because INSET could increase their knowledge and skills of teachers. For the effectiveness of INSET, the activities should be based on the teacher's needs and also should give them the freedom to build their Professional framework. In the presentation they show that INSET for teachers in Türkiye dates back to 1924, which clearly indicates that Atatürk cared about education not only for the students but for the teachers, as well.

During the third session, development of learner autonomy in online EFL learning was discussed. In my opinion, autonomy is an important concept and being autonomous is a must have skill not only in education but also in life. Particularly, in online lessons, students have much more responsibilities so they have to be autonomous in order to benefit from online teaching. The speakers state in the presentation that online sessions should be incorporated more into education and I totally agree because online sessions are much more convenient for both teachers and students.

The last one was about the concept of English as a Lingua Franca. I think English is the Lingua Franca because of its colonial history. Further, the presenters talked about views of teachers working at Çukurova University on speaking English in different accents and it seems not many teachers care about talking English like a native and that's a great thing for me because I always thought that I had to talk like a native to be understandable.

In conclusion, I liked all the presentations and the Language for All conference as a whole very much. I learned that non-teaching degree students could become teachers, INSET is very important for teachers, the importance of learning autonomy, and the fact that you don't have to talk like a native to be understood. Overall, it was very informative and interesting.

Muhammet Eren BAYRAK



## ***Biodata***

***Nupelda MUTLU*** is 19 years old. She is an undergraduate first-year student in Çukurova University ELT department.

### ***MY REFLECTION on the LANGUAGE-for-ALL CONFERENCE***

To begin with, I had to say that I was pretty excited about the Language for All Conference. And it did satisfy my expectations. I found all the sessions I attended impressive and also educational. Thus, I want to mention them in detail.

The first session that I liked the most was about effort and autonomy in foreign language learning. Since I care about being autonomous, the subject is in my interest. The speaker mentioned the theoretical background which included *learner autonomy, language learning motivation, self-efficacy beliefs, and emotions*. Each title was given with a brief explanation. I found that fundamental because we need to know what the speaker is about to say and inform us at the beginning of the session. After that, the speaker mentioned teacher education in Hungary and some other perspectives and it made me look at it from a different point of view towards the subject. Furthermore, the teachers' views about these key terms were given and I appreciated that because I am pretty curious about what teachers think about motivation, autonomy, and autonomous use of technology. So, the speech was a great opportunity for me to be informed about these subjects.

The next session I attended was about teaching English to very young learners. Since I chose this major, it has been a huge problem for me. I always ask myself if I am ready or will I ever be qualified enough for this profession. However, this session encouraged me to become a good teacher and also teach very young learners with confidence. They mentioned factors that shape our LTI (Language Teacher's Identities) constructions in teaching very young learners and also the tasks for the school experience. That subject became a starting step for me to study this major enthusiastically.

The other session I attended was about norms in English learning methods and a teacher's concerns, dilemmas, and other thoughts. This session broadened my horizons with its distinct point of view. As I said, I found it very useful to know about teachers' experiences.

The last session I attended was about the importance of English as a Lingua Franca (ELF). The speaker informed us pretty comprehensively about ELF-related issues. The way the speaker gave us findings from the statement list and the open-ended questionnaire was impressive. Moreover, the speaker emphasised the growing recognition of ELF and the need to prepare students for effective global communication which is substantial for students.

In conclusion, the sessions were quite comprehensive and educational. In addition, it was sometimes hard to encompass the subject very well since it also had complicated terms. Nevertheless, I love to be informed in my life and it can be any time. Therefore, these conferences are a must for me. I hope I can attend and learn more. And finally, I am grateful to my school for providing me this opportunity.

Nupelda MUTLU



### **Biodata**

*I am **Özgür İDEM**, a freshman at the ELT department of the Cukurova University. I am 18 years old right now and I have been interested in foreign languages since my childhood and this is one of the biggest reasons why I decided to study language teaching.*

### **MY NOTES ON THE FOUR ACADEMIC SESSIONS I ATTENDED DURING the LFAC**

Before talking details about the conference, I want to thank you for letting us attend this conference. We do not have much knowledge about the ELT department and its opportunities in the college because we are freshmen now. But after attending the conference, many pieces fell into place in my head.

First talk was mostly about language learning autonomy and teaching procedure in Hungary, which is a multilingual country. Actually, even if I wasn't an ELT student, this topic would still interest me. I have learned many things about self-instruction, learning independently and effective language learning methods. The speaker's speech was pretty fluent but, because of my lack of familiarity with those I think, I could not understand all of the words she said. To sum up; the topics were interesting, the speaker was really good and I loved the talk.

The second one, that was about the INSET and effective language teaching, was also engaging. It provided us valuable information about our future profession, and how to do our best when we become teachers. The speaker supported the idea through historical examples, talked about English language teaching in the 1930s and connected it to the language teaching today.

The third session was about pedagogical language teaching and a study about whether ELT students want to be teachers or not. There were two amazing speakers on the stage and they enlightened me with their speech because I sometimes feel that I cannot decide if I want to be a teacher or not. The study showed us that you may be a student at a teaching department but you may not have a teacher's soul, or you may not be a student at a teaching department student but you do want to teach something to children. To sum up, the study clearly showed us that you cannot be a good teacher with just a degree from the university, you can be a good teacher only when you want to be.

The fourth session was important for both academic and cultural talk. The talk was about a shift in language instruction that is more inclusive, flexible and culturally aware. The speaker had the most understandable accent of the day (I am not criticising the accent of any of the speakers, this is my personal opinion based on the comparison I made.)

Thank you for reading my reflection. It is my first experience writing a text for a publication. I would like to thank you for this opportunity.

Özgür İDEM

### ***Biodata***

***Rana ANTEPLİOĞLU*** is a student at Çukurova University in the ELT department who wants to become a successful academician and develop herself in the field of languages. She graduated from IGAL in Gaziantep. She took courses from respected teachers who were experienced and knowledgeable people in teaching English in Head English courses for approximately 2 years when she was in high school. Moreover, she was one of the preparatory students of Çukurova University in 2022.

### ***LANGUAGE-for-ALL CONFERENCE***

Between 19-20 October, Cukurova University organised the Second International Language for All Conference. I strongly believe that this type of conference is crucial for both college students and academicians in terms of learning new pieces of information, seeing different presentation skills, and meeting influential people who gained a reputation in the ELT field. At this conference, I had a chance to participate in four sessions and every one of them had a different topic. From these sessions, I learned the importance of giving feedback to preparatory students, the reasons for the deletion of genetic case or person agreement markers in some Turkish words that I use very often, and the paradigm shift in teacher education. Definitely, these new pieces of information that I gained at the conference are useful and enlightening for the rest of my life. They contribute to my knowledge reservoir and my personal development, so I can share them with my students in my career life as a person who is going to become an English teacher soon. On the whole, all speakers easily made their topic clear for listeners by giving examples and showing the latest data. They also discussed with listeners and other academicians so everyone could share their ideas with due regard. Moreover, during the coffee break some students were in charge of serving drinks and some snacks for us. They also checked whether participants had any questions or problems. I could have had such a different experience thanks to my university and I appreciate it.

Rana ANTEPLİOĞLU

## ***Biodata***

*My name is **Sena AYGÜN** and I am a 19-year-old student who studies at Cukurova University in the English Language Teaching department.*

### ***LANGUAGE-for-ALL CONFERENCE EXPERIENCE***

We were lucky enough to take part in the second international Language for All Conference program on 19-20 October 2023. I appreciate the invitation and I would like to share my thoughts on the conference.

The first presentation that caught my eye was giving significant information on in-service training for Foreign Language Teachers in Turkey. In-service training aims to help teachers to develop their skills and knowledge. It must answer the immediate needs of teachers and also help them have their own professional teaching style. Building that style is through reflection and change. These are core points for effective in-service training. The speech also had an analysis of the history of INSET for foreign language teachers since the Republican Period. It shows that INSET is shaped through history according to the needs of all the time.

Another presentation that I've found quite interesting is about non-teaching degree students' teaching experiences from kindergarten. I believe that teaching must be left to people with degrees. Still, the talk was interesting. They interviewed people before and after their experience with young learners and the results were rather similar. They had difficulty with some kids and made an effort to help them better. They felt pride in teaching successfully but most of them wanted a degree as a last resort. This research project determined that there is a need for reorganising INSET for foreign language teachers.

There was a speech about online EFL education that caused a conflict. The idea that out-of-class environments encourage independent learning was emphasised. I believe most students didn't agree with this because they weren't happy with the online classes in quarantine. But after thinking on this for a while I decided that if the necessary environment (social, student-centred) could be made, it would be different.

The keynote speaker made great comments on effort and autonomy in foreign language learning. They don't think learning English is only vocabulary and tests, it's much more than that. It contains other teachers' genuine concerns about motivating their students. They are aware of the fact that even a single interaction can change a student's life. Some of the students are motivated but they don't know how to improve themselves so teachers also help with that. So, we must emphasise the interaction between the teacher and student.

The conference included many different topics and the speakers were real professionals. This is a new and great experience for me and I want to thank every speaker for their participation and Cukurova University for making this happen.

Sena AYGÜN

### ***Biodata***

*I'm Ali Can ÇELİK. I'm 19 and I'm from Osmaniye. My department is Mechanical Engineering at Cukurova University. This year I'm studying English at YADYO because I need it for my department.*

### ***DIFFERENT CULTURES***

There are different cultures and languages in Multiculturalism. In my opinion, there are three important things. Show understanding, be fair, be equal. Those three things are necessary for different cultures to live together because even if there are different cultures or not, these are important for humanity.

Multiculturalism can be good or bad. People learn different cultures and languages. So, they earn kindness, they earn understanding and this is most important "they earn humanity". Also, places and people are strong where there is multiculturalism. It can be bad when people aren't understanding, fair and equal.

Yes, maybe cultures are different, languages are different, races are different but we're all human. Differences are humanity.

Ali Can ÇELİK

### ***Biodata***

***Deniz AYAN- Class 302***

***Ceren ACER- Class 302***

### ***MULTICULTURALISM DURING THE OTTOMAN EMPIRE***

The Ottoman Empire was a powerful state that ruled for 600 years and was known for its multiculturalism. With its conquests, tolerance policy and wide geography, it has incorporated many nations, therefore cultures and religions.

The Ottoman Empire (1299-1922) spread over three continents, incorporated nations of many races and religions, and was one of the major states of world history. Firstly, it dominated part of Central Europe, the entire Balkans, part of North Africa, Hejaz, Mesopotamia, part of the Caucasus and Anatolia. According to some documents, the population of the Ottoman Empire even exceeded 34 million. In fact, the Ottoman Empire reached some of its largest borders during the reign of Sultan Suleiman in the 16th century. And in this way, it contained many races. For instance, Turkish, Arab, Kurdish, Circassian, Laz, Georgian, Jewish, Albanian, Bosnian, Bulgarian etc. Another reason for this multiculturalism is during the Ottoman Empire period; The Ottoman Dynasty married Greek women and women from Slavic Christian peoples (such as Serbs, Bulgarians, Ukrainians), and Christian children were raised in Turkish-Islamic traditions and recruited into the army and state institutions. Secondly, religion in the Ottoman Empire was also very diverse. Although Islam was the dominant religion, members of Judaism and Christianity continued to live within the nation system along with the tolerance policy of the Ottoman Empire. In the state, everyone could live their own religion as they wished and was even judged according to their own religious rules.

The Ottoman Empire preserved its existence for many years with the disadvantages and advantages of multiculturalism caused by its geographical location and the policies it implemented.

Deniz AYAN - Ceren ACER

## ***Biodata***

*I am Kader ÖZKER. I study at CU SoFL this year and I am from class 302.*

### ***THE HERO OF MULTICULTURAL CLASSROOMS***

As known by everyone, being a teacher has lots of challenges. But what about being an English teacher in a multicultural classroom? Above all things, English has a quite important role in a multicultural classroom. It is because of English being an interlanguage, so English is the only way to communicate in the multicultural classroom. While English takes such a big responsibility then can you imagine how much an English teacher takes responsibility?

On the one hand, there is lots of work for an English teacher in a multicultural classroom. For example; finding the appropriate pattern which suits all the students in the class, formatting the communication, preventing the grouping among students who are from the same culture, etc. But the most challenging responsibility that the teacher has to take is establishing and maintaining cultural balance between students. This is challenging because every culture has its own education style and the students will bring their own education style into the classroom. This is a quite important point. So, in this classroom the teacher will find his/her institution's rules and regulations to establish and maintain cultural balance.

On the other hand, while establishing cultural balance in class between students the teacher has to establish a balance between him/herself and students. There will be a discrepancy even between the teacher and the students. Moreover, the teacher has to be sensitive because he/she can offend someone without even not realising that because of cultural differences. To avoid such a situation the teacher must prepare him/herself for lecturing in a multicultural classroom. Maybe he/she could do this by taking a course, doing research about cultures, etc. But whichever the way, the teacher must be self-assured to be a hero in classes like this.

After establishing cultural balance between everybody in the classroom, the teacher also has to establish a balance for English. This is because each culture has lots of accents. So, this can lead to misunderstanding among students or between students and teachers. Hence the lessons will be inefficient. To avoid this, the teacher had better teach a common English first. Otherwise, the students who don't understand the teacher because of accent or different pronunciation will be autonomous from the class. These are only some examples; there are much more challenges.

But in conclusion, being an English teacher in a multicultural classroom requires lots of patience, being flexible, being more sensitive, preparing yourself for this work, etc. However, from my perspective, when we leave all the challenges aside, the English teacher will have lived his/her career's most interesting years. The teacher will gain a lot of experience about culture and this is quite substantial not only for the teacher but also for a person. Because culture is a big part of our lives and multiculturalism will always be in our lives. And people will always be in need of this type of hero.

Kader ÖZKER

## ***Biodata***

*Hi, I'm **Hasan SEVİM** and I am 20 years old. I'm in the ELT department but now I'm a student at YADYO. My focus is going to be about the effects of multiculturalism.*

## ***EFFECTS OF MULTICULTURALISM***

In this paragraph I am going to talk about the effects of multiculturalism. Firstly, the phenomenon of multiculturalism which is an essential skill in the 21st century has started to increase because of globalisation. This rising term is known as a community where people live together who have different race, gender, aptitude, affiliation. The term which called cultural diversity has significant effect on those who experience it in a positive or negative way. When a person goes to a different country and meets a dissimilar culture that person can get a new perspective on the world, for better or worse. What are the advantages and disadvantages of being in a diverse place?

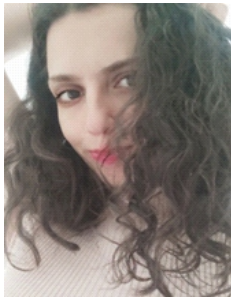
On the one hand, gathering differences together encompasses being exposed to other cultures, traditions, perspectives and learning to appreciate and respect them. Interaction with those from different cultural backgrounds brings those people in their values, lifestyle and also allows humans to be tolerant about their customs as well as empathise. Each individual who lives in a diversity can develop new knowledge about the others unique traditions. Multiculturalism contributes to personal improvements like acknowledging dissimilarities. Moreover, in a diverse community, there are a lot of events for people to interact with each other.

On the other hand, there are some minority groups who are separated from others because of their race or ethnicities in a country. As a result of this, differences lead to conflicts, misunderstandings and miscommunications. In these places people are disrespectful to others customs and sometimes they are not treated equally under the law. To illustrate, they cannot have what they deserve by the government for political, economic positions etc.

To conclude, the experiences of multiculturalism promote people to have empathy and to get along with differences. In contrast this could be a disaster because of conflicts. So, there should be a balance between humans who respect each other's traditions, perspectives, and lifestyles.

Hasan SEVİM





The author, **Gökçe GÖK** is a graduate English Language Teacher graduated from Isparta Süleyman Demirel University, English Language Teaching Department, Türkiye. She attended many local and international training, projects, webinars, seminars, workshops, and conferences in the ELT field. She made virtual and face-to-face ELT conference presentations. She is interested in STEM (Science, Technology, Engineering, Mathematics) Approach, Educational Technology (EduTech), global education, social justice in education, socio-emotional learning (SEL), and psychology in education.

### ***PROMOTING CRITICAL THINKING AND INTERCULTURAL COMPETENCE IN EFL CONTEXT: REFLECTIONS FROM AN OPEN ONLINE COURSE***

This paper will reflect on online course called “Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting Winter 2023” designed by World Learning, provided by OPEN, Online Professional English Network, sponsored by the U.S Department of State with funding provided by the U.S Government and administered by FHI 360. It can be noted that all course content, materials belong to OPEN and this course is under a CC Attribution licence and this article is written with the academic ethic approval of OPEN Course Facilitators.

This online course includes presenting the definition of culture and how to analyse, understand and recognize differences between *cultures* and the course highlights the importance of critical thinking in analysing intercultural competence. The course holds an importance in guiding teachers in how to integrate critical thinking in teaching intercultural competence and culture concepts. The course was active between January 9- April 3 2023. The course had 5 modules, “Module 1: Introduction to Culture, Unit 2: Critical Thinking, Unit 3: Activities and Assessments, Unit 4: Interpretation, Reflection and Beginning Lesson Planning, Unit 5: Lesson Planning”.



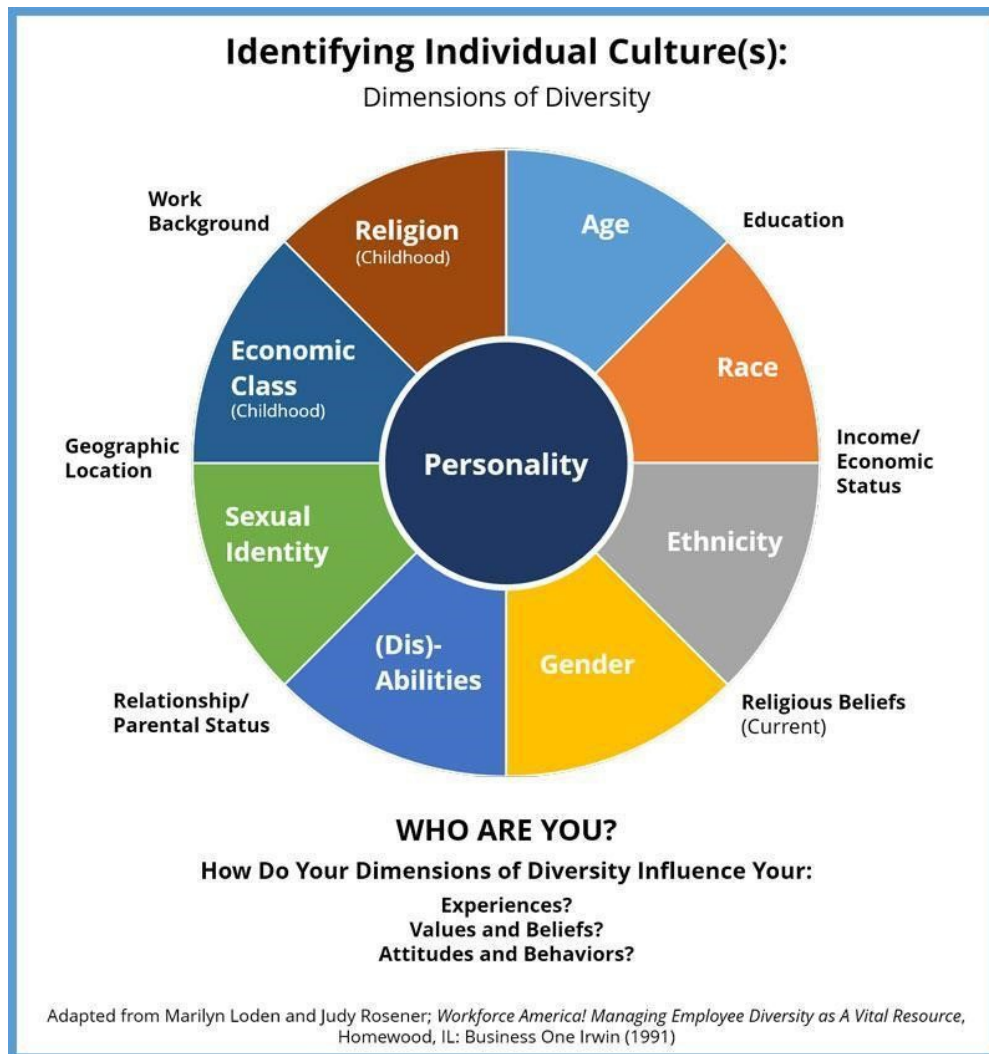
**Figure 1:** *Difference between heritage and culture | Difference between.* (2021, July 23).

Difference Between Similar Terms and Objects.

<https://www.differencebetween.net/miscellaneous/culture-miscellaneous/difference-between-heritage-and-culture/>

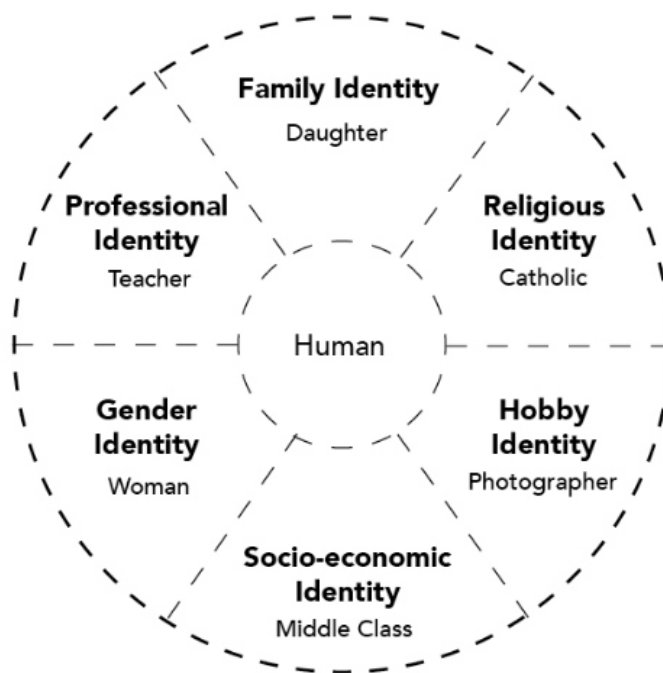


First module gives a brief introduction to the definition of culture and concept of culture. In this module, culture is defined as everything related to human experience as Anthropologist John H. Bodley defines it as “what people make and do” (1994) which leads us to the 3P model in the culture, “Perspective, Practice and Product”. As for their meanings, perspectives refer to “what members of a culture think, feel and value” (Frank, 2014) it can be seen as “what society members think about appropriate or inappropriate behaviours or what is important in life”. From this context, how members think people should behave, think, act creates action and it leads to practices in culture. In this concept, practices include traditions and typical or appropriate behaviours in a culture. It can include how people communicate, how they act, which gestures they use, their use of eye contact, how they behave or informal traditions like weddings, ceremonies, etc. As a product, we can refer to them as a result of cultural practice, like foods, because it is where a practice can be seen or applied. Besides culture, music, literature, clothing, art can be seen as a cultural product. In the module, it is highlighted that all people encounter, meet with people from different cultures in many aspects like social, business or political aspects and these encounters bring their’ cultural concepts. In this context, being able to communicate and interact with people from different cultures is called intercultural competence, a great way to prevent miscommunication and conflict in social and cultural settings. It leads people to be flexible, understanding with people from different cultures. In the module, it is also highlighted that this ability can be learned and people have different kinds of levels in this ability. The module focuses on the importance of seeing ourselves as cultural beings and we are only effective as much as we are ready for that cultural encounter. It can be noted that people are only ready for intercultural encounters in the rate of their familiarity with that culture, it cannot be forgotten that being flexible and having empathy for different kinds of cultures hold an importance, that’s why integrating culture in education holds an importance for teachers. The module also gives “symbolic” characteristics of culture, referring to how we see cultural objects with their symbolic meanings, like our interpretation of cultural elements like clothing, greeting differences. In the module, it is highlighted that cultural differences are seen as a result of differences in values, this difference is seen as “high-context and low-context cultures”. While high-context cultures are ones where the members of those cultures share a lot of common cultural elements. Latin America, Middle East, Asia can be seen as high context cultures. In these cultures, the way we say things is more important than what we say in the context. Messages can be left unsaid. In low-context cultures like the United States, messages are given through words, messages are made in an explicit way, messages are not left unsaid. The module also gives information about cultural differences about time in monochronic and polychronic cultures. In monochronic cultures like North America and Northern Europe, time is linear, people only do one thing at a particular time, schedules are not flexible, they act with this important quote, “time is money”, time is seen as a valuable commodity. In polychronic cultures like the Middle East, Latin America and Sub-Saharan Africa, people focus on activities, not tasks and they are likely to multitask, they don’t focus on time, they focus on tasks. Another cultural difference can be seen as the difference between “collectivism vs individualism”. In a collectivist society, your strongest identity is with the group you belong to (like work, school, family, etc) and your individual identity is less important. If your group’s needs conflict with your individual's needs. In individual societies, people may sacrifice their personal relationships if it is necessary for their personal gain and needs. In these kinds of societies, relationships rather than the main and origin family become less important. In the module, it is highlighted that cultural differences and their reasons and motives in these differences help us understand



In the second module, we discussed Critical Thinking and the definition of Critical Thinking. In this module, we discussed and learned about these characteristics of Critical Thinking, “Critical thinking examines assumptions” (Epstein, 2003), Critical thinking is thinking that is free (as free as possible) from bias and prejudice (Haskings, 2006), “Critical thinking is distinguishes fact from opinion” (Debala & Fang, 2008), Critical thinkers imagine and explore alternatives (Brookfield, 1987), “Critical thinking is based on certain “universal intellectual values” (Scriven & Paul), “Critical thinking is a process” (Debala, Fang, 2008), “Critical thinking can be learned and critical thinking can be taught” (Debala, Fang, 2008). In this module, we also created our own identity wheel based on our personalities in our society like "Family Identity, Religious Identity, Hobby Identity, Socio-Economic Identity, Gender Identity, Professional Identity, Family Identity, Religious Identity, Hobby Identity, Socio-Economic Identity". In this module, we also covered active listening and reading and learning how to interpret a message effectively which is a really important factor in communication. We learned these important techniques about active listening or reading, “Use your full attention to read the posts”, “Reflect before responding”, “Make sure you understood what the other person wrote”, “Recognize the emotional side”, “Offer alternatives”, “Share your point of view, knowledge and experience”, “Request more information”. In this module, we also discussed multi cultures and which culture we personally feel like we can fit in and feel personally closer with reasons.

## Multiple Identities Within the Individual



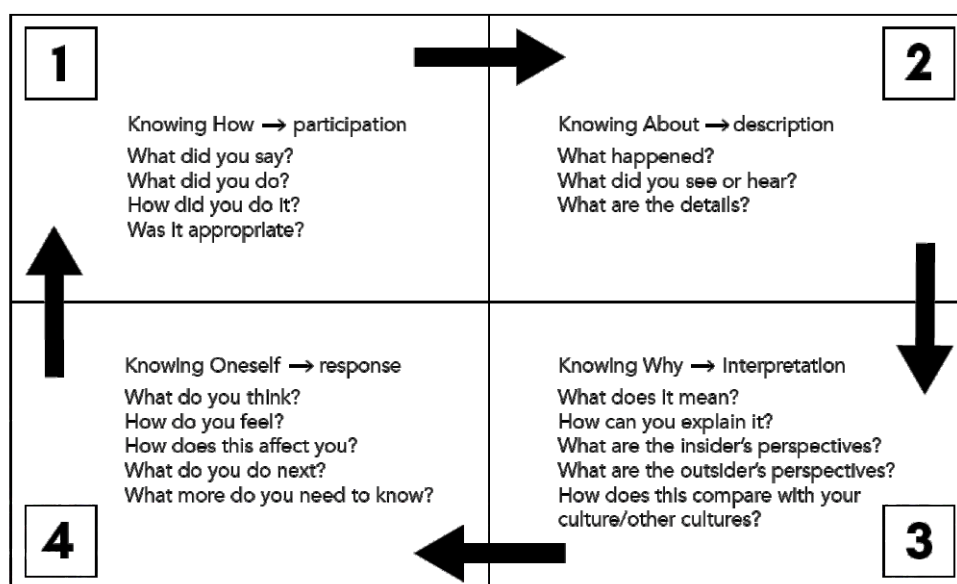
"Identity Wheel" by [World Learning](#) is licensed under [CC BY 4.0](#) for use in the AE E-Teacher Program, sponsored by the U.S. Department of State

In the module 3, we covered how to integrate “Culture, Intercultural competence and thinking, Critical Thinking into EFL Setting and EFL Lessons” as teachers. In this module, we read an article called “Raising Cultural Awareness in the English Language Classroom” by Jerrold Frank. This article was published in 2013 in English Teaching Forum, a professional journal for English Teachers, which is run by The Bureau of Educational and Cultural Affairs, U.S. Department of State. The article shares some important ideas and tips for integrating culture into EFL Setting. The article discusses this question, “How can we incorporate cultural knowledge and understanding within the context of our English language classes?” The article also gives a need for a training for integrating cultural elements to classrooms, it also gives an insight about Michael Paige’s dimensions of culture model. Paige separates culture learning as “the self as cultural, the elements of the culture, intercultural phenomena (culture-general learning), particular cultures (culture-specific learning), acquiring strategies for culture learning”. Byram (1997) states that teachers can help students connect to the target culture, raise their awareness of cultural differences in social settings and improve their intercultural competence. As for strategies to integrate culture in the classroom setting, the article gives these techniques as a guide for teachers, cultural connections, web-quests, cultural informants, role plays, cultural observations and culture journals. In this module, we also learned how to assess intercultural competence in a classroom setting and how to create a rubric for learners. We learned the steps of creating a rubric, evaluation criteria, levels of mastery and quality definitions.

In the Module 4, we focused on interpretation, reflection and beginning lesson planning. We covered the difference between descriptions and interpretations. It is highlighted that being able to recognize this difference is important for examining assumptions, reducing bias and distinguishing fact from opinion. In this context, we are also introduced to reflection and depth reflection in intercultural settings. Accomplishing this aim gives opportunity to assess learners

with complex tasks and give a chance to design a framework that helps educators in assessing depth of reflection. In this module, we also discussed “a time where we mistook our interpretation as an observation from our teaching experience or a story from another or microculture. In this module, we also designed a lesson plan focusing on our learning objectives and what we want our students to learn, what activities we will do, how much time we will need, how we will assess whether the learning objectives are met, and we will communicate to the students what is expected of them. By designing our own lesson plans, we focused on the textbook we use, our and our students’ context and cultural misunderstandings. In this module, we learned the importance of critical thinking and reflection. We learned that critical thinking holds an important place in assessing situations and developing solutions and distinguishing observations from interpretations. We also learned the importance of reflection. The fact that great ideas come from thinking deeply about problems and solutions lead us to the importance of reflecting on ourselves, our perspectives, and our own observations. Reflecting on our own observations and reflections tells many things about our interpretations or perspectives which is really important in teaching culture in the classroom or social context. In the module, we also covered that evaluating our own observation and reflection may include “written reflections we make in a situation, discussions that we have with others, to help a friend, classmate or colleague deepen his or her thinking about a situation, problem or observations and to guide students in their written and spoken discussions and reflections”. It is highlighted that being able to understand something more comes with a depth of reflection. As for the last module, we talked more about applying the lesson plans in a classroom context and making our lesson plans a reality. In this module, we also discussed elements of a good lesson plan. We have learned objectives, sequencing (warm up, introduction to topic, presentation of material, one or more activities for practice, evaluation of practice, application to a relevant activity), timing and differentiation and assessment.

## Cultural Knowings Framework



Adapted from Moran, P. Teaching Culture: Perspectives In Practice. Heinle ELT, 2001  
 Also see: <http://strewthyness.wordpress.com/>



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In conclusion, I can say that integrating culture is not easy since it includes many more detailed and important elements than we could ever realise. It includes informative parts of culture, their social life, their art, literature, history, traditions, communication styles and being able to integrate these cultural elements in a way that will not create conflict and culture-shock for learners and create more positive environments that will lead them to think, question and gain more understanding and raise awareness. It can also be interpreted that being able to promote intercultural awareness also requires being able to reflect on our own perspectives about our own culture and how and why we think, feel, observe in that way, it is like reflection of reflection and observation of observation, it requires a deep reflection and deep critical thinking skills. In order to accomplish this objective, we should design appropriate lesson plans that will lead learners to think and ask questions in a cultural knowledge framework. It should not be forgotten that culture has many deeper insights and elements and everything about human experience can be seen as a cultural element, that's why being able to design appropriate lesson plans and activities is really important. I also think that integrating culture and teaching culture should be a really important part of English teacher training and English Language Teaching programs more and more.

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Gökçe GÖK



## **Biodata**

**Emirhan KARAASLAN** was born in Adana in 2002. He graduated from CEAS High School in 2020. He is taking Electrical-Electronic Engineering education at Çukurova University.

### **WHOSE WORLD IS IT?**

From ancient times until before World War I, many people from different nations and cultures lived peacefully together under the protection of the same empires and states. One of the reasons for the start of World War I is the nationalism movement that emerged through the French Revolution. Every nation adopted the idea of establishing its own state. After the war, multinational states collapsed and were replaced by uni-national states due to the nationalism movement. A lot of people, especially men, lost their lives in World War I and II. The decrease in the male population in Europe led to an increase in the need for workforce because men meant the workforce for industrially developing countries at that time. Therefore, people started to migrate to these countries and today, they continue.

There are two communities affected by migrations: Immigrants and natives. Governments kept immigrants away from local people, isolated and placed them in ghettos. The immigrants placed in ghettos could not adapt to the social order and were dragged into crime. As they were dragged into crime, they were ostracised by society. These exclusion and conflict are also reflected in art:

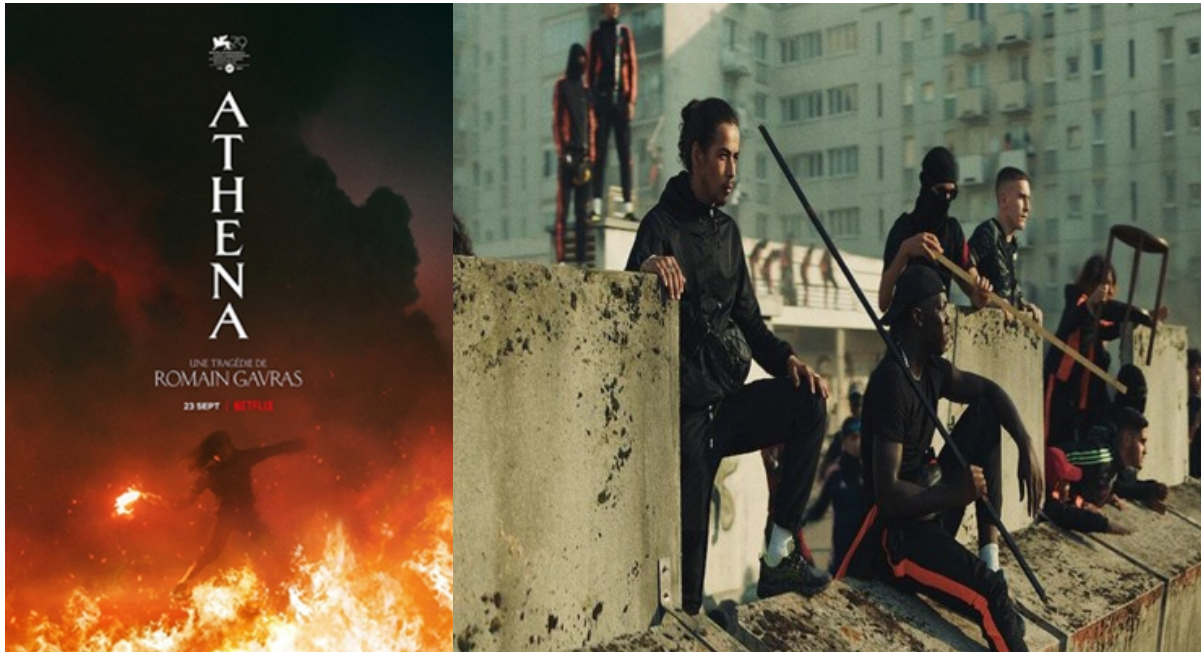
#### ***LA HAINE (1995)***



*La Haine* opens with a montage of news footage depicting urban riots in a banlieue in the commune of Chanteloup-les-Vignes near Paris. In the aftermath of the riots, a local man named Abdel Ichaha is gravely injured in police custody and is in intensive care. The riots escalate, leading to a siege of the local police station and the loss of a police officer's revolver. The film follows the lives of three friends of Abdel, who are all young men from immigrant families, over approximately twenty consecutive hours.

Vinz, a young Jewish man with an aggressive temperament, seeks revenge for Abdel's condition. He harbours a deep hatred for all police officers and secretly emulates Travis Bickle from *Taxi Driver* in front of his bathroom mirror. Hubert, an Afro-French boxer and small-time drug dealer, aspires to escape the banlieue and create a better life for himself. However, his boxing gymnasium was destroyed in the riots. Saïd, a young North African Muslim, acts as a mediator between Vinz and Hubert. (Taken from Wikipedia, 2023)

## *ATHENA (2022)*



*Lieutenant Abdel, an Algerian-French soldier, holds a press conference outside a police station after his 13-year-old brother Idir dies in hospital, the result of three apparent policemen beating and leaving him for dead. He appeals for calmness after the death, but a group of youth, led by Abdel's brother Karim, disrupt the press conference by tossing a Molotov cocktail and raiding the police station. After stealing a weapons locker and a police van, the youth head back to their banlieue, Athena, where Abdel also grew up. They begin to barricade themselves - and the residents of Athena - inside the housing complex. (Taken from Wikipedia, 2023)*

These two French films, which deal with the same subject, reflect very well the class inequality between the local people living in the cities and the immigrants/minorities living in the ghettos. In recent months, a young man of Algerian origin named Nahel was killed by the police in France and thousands of people protested. They show facts that did not change from 1995 to today, regardless of time and place: high crime rate, contradiction, segregation, social and administrative pressure. All these negativities manifest themselves hopelessly at a different point:

## *CITÉ GAGARINE*







### *Yuri Gagarin's visit*

This housing project, which was initially a place for workers, began to accommodate immigrants over the years. After 60 years, the demolition decision taken in 2019 had a nationwide impact, and this impact was also reflected in popular culture:

### **GAGARINE (2020)**



*Teenager Youri (Alséni Bathily) has dreams of becoming an astronaut but must first battle to save his housing project home from demolition. This is a powerful story of class, race, imagination and wonder, that allows audiences to share Youri's dreams of space and weightlessness. This film will make souls soar and hearts beat faster, as it races towards its nail-biting finale. (IMDB, 2021)*

### **DTF – DANS LA VILLE FT. N.O.S**



The rappers of Maghreb origin, who spent part of their lives in Cité Gagarine, shot this clip to keep the memory of this apartment alive. In this official music video clip, they collect the bricks of this apartment and build it somewhere else.



Gagarine in demolition process



PNL presented its new album, on the Gagarine, 2019.

Cité Gagarine, represented suburban life rather than a 60-year-old building. Its demolition reminded me of problems in suburban places again. Going back to the movie *La Haine*, Hubert was telling a story to Vinz: *“Heard about the guy who fell off a skyscraper? On his way down past each floor, he kept saying to reassure himself: So far so good... so far so good... so far so good. How you fall doesn’t matter. It’s how you land!”*. Governments’ directing masses unethically in events such as migration and integration leads to many negative consequences. We continue to fall in the context of these negative consequences. We will not realize we’re falling until we hit the ground. This is the story of a falling society.



A scene in *La Haine* that show all these contrasts in the best way.

Le Monde est à  $\forall^n$ ous.

The World is  $\forall$ ours.

Emirhan KARAASLAN



### ***Biodata***

***Ebru LEVENT.*** *I am from Gaziantep. I am 18 years old. I am in the preparatory class of the English Language Teaching department at Çukurova University.*

### ***IS MULTICULTURALISM BENEFICIAL TO SOCIETY?***

Multiculturalism refers to the way in which a society deals with cultural diversity. It may occur either naturally through immigration or artificially when different cultures are combined through legislative decree. Nowadays many countries have a multicultural structure. While multiculturalism has positive effects on society, it can also have negative effects.

Opponents of multiculturalism believe that Multiculturalism causes people to lose their traditions and identities. As people start living together from different cultures, they lose a sense of nationalism. Also, they advocate that Multiculturalism creates conflict between cultures. Because every culture has a different structure and so conflict between cultures is inevitable.

Proponents of multiculturalism think that it makes humanity stronger. Thanks to multiculturalism, A country can make everything. Because they have a wide range of skills. Moreover, they think that Multiculturalism increases a country's productivity level. Because a multicultural country has people with different skills and as these people unite, the productivity level of the country increases. There are many sayings that support this. One of them is the following quote by William Sloane Coffin: "Diversity may be the hardest thing for a society to live with, and perhaps the most dangerous thing for a society to be without."

From my point of view, Multiculturalism is a very important structure in a country. If a country has a multicultural structure and uses it in a good way, that country can be a developed country in every aspect. I think this anonymous quote explains it all. "The beauty of the world lies in the diversity of its people."

Ebru LEVENT

### ***Biodata***

***Derya Deniz GÜNEŞDOĞDU.*** *I am from Istanbul. I am 18 years old. I am in the preparatory class of the English Language Teaching department at Çukurova University. I love history.*

***Ebru LEVENT.*** *I am from Gaziantep. I am 18 years old. I am in the preparatory class of the English Language Teaching department at Çukurova University. I love listening to music.*

***Deniz KÜÇÜK-*** *Class 302*

### ***IS BEING MULTICULTURAL GOOD FOR SOCIETY?***

Nowadays, the population of many countries is remarkably increasing. The main reason for this is migration. This causes many cultures to live together. So, this brings to mind: “Is being multicultural good for society or not?”

On the one hand, some people think that letting refugees in the country is not a bad thing since they have escaped from the war and they need a place to live. In addition, they claim that it helps the country to be multicultural as people have an opportunity to live with people from different countries and they can learn something new from the immigrants.

On the other hand, other people say that refugees should be banned from entering the country as much as they can cause trouble for the natives. Besides, they argue that accepting the fugitives is a betrayal of national values. People can lose their own traditions due to the interaction between both cultures.

From our point of view, most aspects of multiculturalism are important and necessary for learning new cultures, new perspectives and meeting people with different personalities. The more we learn about new cultures, the more our way of thinking changes. On the other hand, there is an undeniable truth here. Countries with various cultures might start to lose their own traditions. While we are learning new cultures and living with them, we can still protect our own traditions and cultures. It depends on us.

Derya Deniz GÜNEŞDOĞDU

Ebru LEVENT

Deniz KÜÇÜK



### ***Biodata***

***Binnur SEÇGİN- P2- Class 211***

## ***PROS AND CONS OF LIVING IN A MULTICULTURAL SOCIETY***

Many countries have different populations that include people from many varieties of nations; hence, it creates a multicultural society in some cities like; London, New York etc. There are three main pros and three main cons of living in a multicultural society.

First of all, living in a multicultural society has three main benefits. One of them is improving yourself. For instance, you can meet new people and you can be exposed to foreign languages; thus, these provide developing some of your skills. The second is to explore new fields. It can be about history, geography or art. The last one is to learn a variety of society's social norms. For example, while you walk in the street, you can see some traditional foods, you can hear new music that is from a different culture or you can get to know their lifestyle.

On the other hand, there are three main disadvantages. Firstly, you can lose your identity. For instance, you can forget your identity when you learn new things about multicultural nations. Another drawback is the problem of adaptation. When you live in a multicultural place with no one you know, you can face adaptation trouble because you can often encounter different types of people and different national characteristics. Finally, you can feel pressure from people who are from different nations because some people are not open to a new person from different nations.

Consequently, the majority of people want to live in a multicultural society because of its advantages, however beside its benefits, there are a few well-known disadvantages. In my opinion, living in a multicultural society's pros and cons are balanced, so you can try it.

Binnur SEÇGİN

## **Biodata**

*Hello there! My name is **Muhammed İkbāl Alperen DOĞAN**. I used to be a student at Çukurova University, but this year, I quit and started at Ankara University as a Physics Engineering student. Today, I'm here to talk about my poster preparation journey for Academician Stepan Demianchuk International University of Economics and Humanities.*

## **POSTER PRESENTATION**

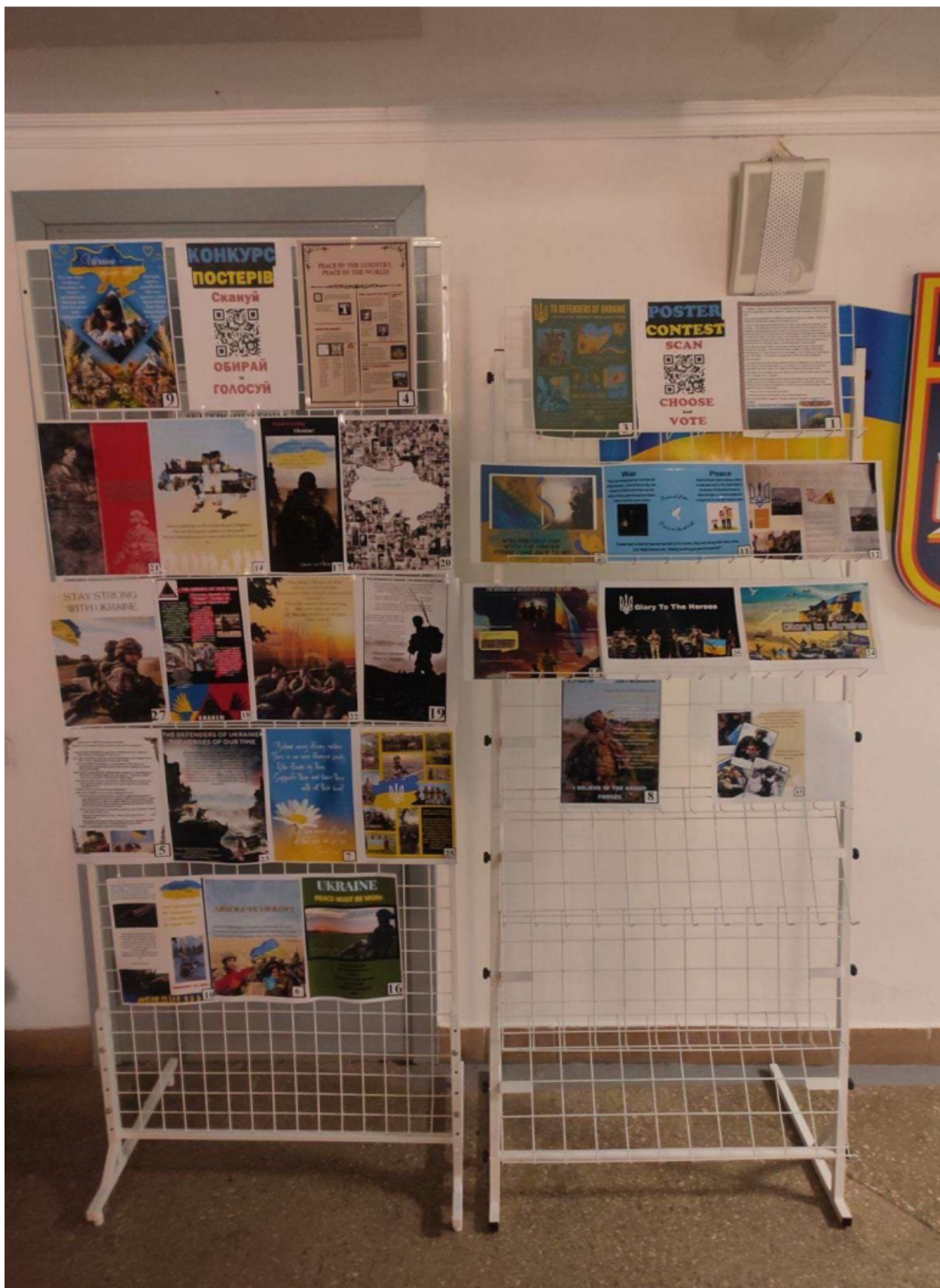
First of all, let me explain how I got into this project.

Mrs. Natalia NİŞANOĞLU was my English teacher during my preparatory classes, and she was one of the teachers we worked together for Çukurova University's Online Magazine (Issue 7) before this project. She asked me if I'd like to contribute to this event as well and I accepted. I was expected to make a poster about the concept of "Peace" and it had to include information, interesting facts and of course, it had to be about Ukraine.

I started by adding writings and pictures of Mustafa Kemal Atatürk, since he is a peaceful person in our history, this idea was great to start with. After that, I examined the meaning and roots of the word "Peace" and its symbolic meaning. These parts were to be the main body. Also, I knew that there is a "Nobel Peace Prize" in the world that has been given to people who emphasised the importance of peace the most. So, I researched it more to learn how I can make it a part of my poster. Luckily, I found the list of winners, so I added two winners from different times. When Ms. Natalia sent me the introduction to this work, I saw that we were allowed (maybe expected) to add quotes, lyrics from poets etc. At that point, Metallica was the first that came to my attention. The album called "...And Justice for All" had a great masterpiece track, named "One", that was to find a place on my poster. But still, I had a place for one more content, before I would start to write about Ukraine. As I like watching films, and LOTR has always had a different place in my mind, so I wanted to add a quote from this trilogy. And I decided to add Gandalf's brief speech that starts with, "Many that live deserve death; and some that die deserve life...". To be honest, this was an easy job for me, as long as I had time, because I'm (a sort of) good at finding contents about anything, also I like writing, demonstrating my thoughts. So to speak, it was child's play! By the time I found myself thinking about an answer for the question of "What to write about Ukraine?". At that point, this work became a mess. Since I would write about a country that is in case of war, writing something about it required sober words. I couldn't find anything easily. However, I knew that I had to stay away from making "Big talks". With the guidance of this rule, I decided to add something sacred, that even the cruellest ones would respect. And writing about soldiers who sacrificed their lives in search of peace and tranquillity was a magnificent idea for me. After that, I sent my poster to Ms. Alina (At this point, I realised I made a massive typo, but it was too late.). And on October 9, our posters were demonstrated in an exhibition! Although I wasn't a winner, it was a pleasure to contribute to this project and to see my efforts had a place in this organisation.

To conclude, I would like to thank Ms. Natalia and Ms. Alina for making me a part of this journey. I hope, soon, I will have another chance to write! Stay with peace!







# PEACE IN THE COUNTRY, PEACE IN THE WORLD!



These words were said by one of the greatest general of all time, Mustafa Kemal Atatürk, who is the founder of the Turkish Republic, in 1931.

According to him, if people are safe, the war that is to be declared is nothing but a murder. So, the basis is 'Peace'.



Mustafa Kemal Atatürk  
(1881-1938)

## FROM THE HISTORY ...

The word of Peace has been evolved throughout the history. For example, in Latin this word was called 'Pax', in French - 'Paix' etc. But the meaning has always been the same. Peace means that the place or the time where/when people don't fight each other. And it is symbolised as a 'White Pigeon'.



A myth says that after a pigeon was sent to the world during the Noah's Flood, it came back with an olive-branch in its beak proving that there is a place to live on the earth. Due to that, a white pigeon serves as a very good symbol of hope and peace.



This symbol is used as a sign of peace as well. Although it was designed for 'Campaign for Nuclear Disarmament', it became another symbol about peace quickly.

## ...AND JUSTICE FOR ALL

In terms of musicians, war has always been a very important subject. And there are too many Protest Music Bands. But when we say 'Protest Music', Metallica is the one that is to come to minds first. The song named 'One' in the album 'And Justice for All' is a great example for this. This song is based on understanding how cruel war is by singing with a soldier's own words.

## WHO ARE ON THE LIST?

Do you know that there are people who were awarded with the Nobel Peace Prize? This prize has been given to ones who worked most to keep Peace in terms of politics or other aspects. Here are a few winners.



Bertha Von Suttner  
(1843-1914)

He is a prize winner for his efforts to find a solution for conflicts in the Northern Ireland.



David Trimble  
(1944-2022)

## A WISE MAN SAYS...

Since making a decision between fighting and making peace is a choice between killing and saving lives, the words of a wise man mean too much to me: 'Many that live deserve death. And some that die deserve life. Can you give it to them? Then do not be too eager to deal out death in judgement. For even the very wise cannot see all ends.'

## ALASI

Although keeping fighting on is not appreciated, there are too many wars around the world. And one of them is a Ukraine-Russia battle. According to the BBC, the number of losses are more than tens of thousands! And people of Ukraine are not going to hand over their sovereignty at any cost.



## HOW TO RECOGNIZE A HERO

I bet that 99% of people would recognize a hero if they saw their swanky cloaks. But in reality, a hero may come up with his/her simple uniform. We may see them going to do their duty in an armored vehicle or on foot. Without complaining, even though they know they are about to face end, for someone who they don't even know. All hail those Who laid down their lives in the pursuit of protecting the peace. Rest in peace.



Muhammed İkbâl Alperen DOĞAN

## **Biodata**

*My name is **Nuri Can POLAT**. I am 25 years old and I am from Gaziantep. After receiving Foreign Language education at Çukurova University between 2016 and 2018, I transferred to Sakarya University and graduated from the Electrical and Electronics Engineering department. My areas of interest are economics, software, and artificial intelligence. Now, I am serving my military duty as an Electrical Engineer at the National Submarine Project Design Office at Gölcük Shipyard.*

## **FEEDBACK ON THE SCHOOL OF FOREIGN LANGUAGES**

I would like to convey my respect and gratitude for the education and teaching provided by my teacher Neslihan GÜNDOĞDU and other teachers. In this text, I aim to share the education, teaching I received at Çukurova School of Foreign Languages during the 2016-2017 academic year from a student's perspective.

The intelligence structure of me and many engineers works analytically, and this intelligence structure aims to understand the logic in solving problems, getting to the root of the event and solving the problems. The reason is that many engineers use many formulas throughout their lives. All of these formulas are very difficult to memorise. For this reason, a child of formulas comes out of a formula and finds shape according to its usage area with that formula. We engineers know the main formula and shape the other formula according to our needs.

In this context, if we need to give an example about the subject we are examining, it allows us to learn why we should use it like that instead of an expression like "the sentence is not used the way you set it up". Thus, we can produce solutions in other sentences similar to the sentence. This was the basis of the education received at that time. I never forget, my teacher Neslihan said in her class that you may not know all the words, you can forget the words, this is natural and when you're making a sentence, if you forget a word, replacing it with a similar one solves that problem. In addition, when you are reading and encounter a word you do not know, you can understand what the sentence is describing by making use of the structure of the sentence and paragraph and make a reasonable guess about the meaning of that word. This statement resonated deeply with me. Because, as a student who thinks logically and is far from English, I had a hard time at the beginning of the education with the effect of statements such as "English is memorization and if you forget a word, you cannot form a sentence". Therefore, the sentence constructed by Teacher Neslihan became an escape route for me. I am currently working on software development. In software, just like a language, no matter how many functions you memorise, if you can't come up with solutions to problems, you can't write code because you don't know the logic to implement it effectively.

In conclusion, the education provided, both through the teachers' explanations and the materials used, has been very successful for me personally. This education not only helps us learn a language but also equips young people like us with problem-solving abilities without even realising it. I express my thanks to my teachers once again for teaching us all these beautiful aspects.

Best regards,

Nuri Can POLAT

### **Biodata**

*I'm **Emirhan DOĞAN**. I was born in Van on May 17th in 2005. I'm from Van, too. I studied middle school at Hüsrevpaşa Middle School. I studied high school at İpekyolu BİST and I graduated there, too. Now, I am studying at YADYO, Çukurova University. My major is Computer Engineering. I am interested in playing chess, playing table tennis and reading books.*

### **MULTICULTURALISM**

Firstly, what is multiculturalism? It means people from different cultures living together. We can see this in different countries of the world such as the USA, Australia, the UK, Canada and Türkiye. We can also see multiculturalism in cities like Istanbul, New York City, Singapore, Hong Kong and Paris. Let's take a deeper look at this topic.

We can talk about multiculturalism in Türkiye. Türkiye is very rich in this topic. You can easily see this situation when you go to any city in Türkiye. Of course, cultural differences did not occur by chance. Generally, the climate of that region affects everything from human habits to the food cooked and to the clothes worn. I will explain this to you with three examples. The first example is Trabzon. Trabzon has rainy and cool weather so people are generally nervous, they usually consume seafood and wear warm clothes. On the other hand, in Mardin people dress lightly because of the hot weather. They eat fatty foods and they are quite hospitable. Finally, Muğla is the exact opposite of this. People in Muğla are generally relaxed. They wear comfortable clothes and eat light meals.

In short, multiculturalism means people from different backgrounds living together, creating a rich environment. This approach makes communities more open-minded, understanding, and cooperative. Accepting diversity shows how great and diverse a community is, and multiculturalism becomes an essential part of living together.

Emirhan DOĞAN

## 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 reveal the problem of social responsibilities from different angles and new perspectives.







### ***Biodata***

*My name is **Sofia HERASYMCHUK**, and I'm 16. I am a student of Rivne Regional Scientific Lyceum. I am passionate about languages, discovery, visual and performing arts. I come from a land rich in creativity and distinctive culture – Ukraine.*

## ***MULTICULTURALISM THROUGH THE PRISM OF ART:***

### ***A CANVAS OF DIVERSITY***

I am, to this day, amazed by how different people are. The idea that people naturally alter their consciousness and behaviour in response to the environment is mind-blowing. The political climate, social and economic ground, mentality, and beliefs shape individuals as a community and build a sense of belonging. I believe culture to be the term that depicts the way of life of a particular group of people. Culture represents people and portrays the perspective of how they see the world.

In modern days we behold the coexistence of diverse cultures within society. It implies that the community contains individuals from various ethnic, religious, and linguistic backgrounds. It so happens that meeting new minds evokes interaction and, therefore, changes. I find it astounding how multiculturalism enriches society.

Could you imagine any culture without art? I doubt so. Art is a vital part of human life. Artworks showcase not only the artistic identity of the author but also the visual interpretation of life in that particular time and place. Art reflects values, beliefs, and culture while influencing it in return. No matter what medium they use, artists call for empathy and stimulate the masses to reflect on the ongoing events.

Art thrives in diversity. At its core philosophy, art aims to explore the fundamentals: interpretation, representation, and expression. Similar to science, it needs material to observe and space to think. One of the most fulfilling moments for artists is, in my opinion, inspiration. Sometimes, it feels like a discovery of something so significant that it takes you to a different level of thinking. Art celebrates multiculturalism. Only in such a diverse environment can art flourish. Creative people share experiences, scoop new ideas, and work in a cohesive ambiance to serve culture.

It is a miracle to be able to experience the enjoyment from both observing and practising art. I hope people will realise the diversity, the peculiarity of culture, and the need to preserve it.

Sofia HERASYMCHUK





### **Biodata**

*Hello, I am **Anna HASIUK**. I am 20 years old and Ukrainian by nationality. I am a student at the Academician Stepan Demianchuk International University of Economics and Humanities, studying English language at the faculty of History and Philology. Also, I am a cosplayer and I admire Japanese and South Korean culture.*

## **THE FACE OF MODERN SOCIETY**

Multiculturalism is a modern phenomenon that reflects the reality of the globalised world and defines modern society as a mosaic of different cultures that coexist and interact, and their traditions are intertwined in one community. In any culture there are always differences connected with social background, religious affiliation, ethnicity and socioeconomic factors. It is these differences that make a culture unique, but can this diversity be a real force in building a harmonious society?

One of the advantages of multiculturalism is the enrichment of cultural experience and the promotion of tolerance between different groups. The interaction of different cultures can lead to the emergence of new ideas, perspectives and innovations. When people learn something new from each other, society becomes more dynamic and adaptable to change. And the ability to understand and respect the difference between people can strengthen social tolerance and openness, contributing to the expansion of horizons and the formation of an open worldview.

However, there are certain difficulties associated with multiculturalism. It is important to consider that the successful functioning of a multicultural society requires an effective management system and a policy of inclusion. Otherwise, the result may be the risk that different cultural groups with their norms and values will collide, resulting in misunderstandings and conflicts as it happens, for example, in America or Great Britain. It is important to maintain a balance between supporting diversity and recognizing the core values that unite society.

So that, in a world where citizens have different cultural roots, multiculturalism can be a real gem that highlights the strengths rather than the weaknesses of society. It is important to adapt to change and see diversity as an opportunity for mutual learning, development and like a step towards a prosperous future.

Anna HASIUK

## **Biodata**

**Vadym HALIUK** was born in Ivano-Frankivsk in the Ukraine. He is studying Railway Transport at the Silesian University of Technology in Katowice and Management and Organisation of Railway Transport at the University of Technology in Lviv.

**Konrad NÜLKEN** was born in Frankfurt (Oder) in Germany. He is studying Railway Transport at the Silesian University of Technology in Katowice.

He likes dancing and is a member of the Academic Dance Ensemble of the Silesian University of Technology „Dąbrowiaczy”. He is also a member of „The Connector”, which is an association that aims to defend and strengthen a democratic rule of law.

## **MULTICULTURALISM: CAN EDUCATION BRING TOGETHER PEOPLE FROM DIFFERENT ETHNIC BACKGROUNDS?**

To discuss multiculturalism, firstly it is crucial to explain the meaning of the word. The term consists of the word 'multi', which means 'many', and the word 'cultural', which in this case is used as a synonym for 'ethnicity'. According to Wikipedia's description, multiculturalism is defined as the presence of multiple ethnic groups in a single society. This definition suggests that different nationalities have always lived in some countries in certain regions. The Second Polish Republic is a great illustration of this case, as it existed during the interwar period between 1918 and 1939. Between the two Great World Wars, 69% of the citizens of Poland were Polish, and the other 31% were Ukrainians, Jews, Belarusians, Germans, and Silesians. The history of Poland and many other countries is marked by the long tradition of this type of multiculturalism. Consequently, an issue that arises here is the problem of equality (or its lack) for ethnic minorities. Analysing this subject is challenging because every minority is affected by this dilemma differently. In-depth historical research can help us solve many modern-day problems, as the past has a significant influence on the present.

Ethnic pluralism is commonly a result of numerous individual human experiences. Some regions have been historically multicultural, and some other regions have become multicultural because of migration or an influx of refugees. Many times, the ethnic groups in a society live apart from each other and do not interact with individuals from other cultural and religious backgrounds. Such closure and isolation are socially damaging. Ethnic groups must exchange ideas and interact with each other to solve this problem. By doing this rightly, social issues can be understood more broadly and integration between different ethnic groups can be made possible.

In the complex task of multicultural exchange of ideas and peaceful existence, education can play a crucial role. The common acceptance of one constitution and one legal system in a multiethnic state allows people with different backgrounds to live peacefully together. In other, undesired instances, populists can use cultural inconsistencies to blame minorities and make them responsible for creating social problems. If a society is to be resistant to potential conflicts, it must unite around certain key principles. We believe that populists are not capable of dividing a society that has been properly educated. If we have a mutual understanding and trust, we can overlook our differences and accept the rules of living together.

A sense of interculturality, which we can also observe among students, can be beneficial for this challenging task. The advantage of students in interacting and communicating effectively

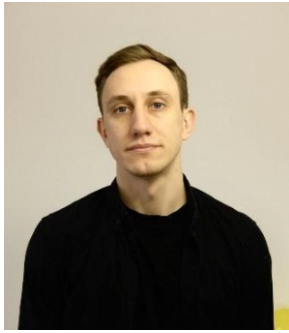
in a multicultural environment can be utilised here. Understanding, accepting, and respecting cultural differences that occur among students from different countries, regions, and ethnic groups are part of it. Interculturality in the student context is characterised by several important aspects. Cultural awareness encompasses the ability to comprehend and appreciate differences, both in terms of values and social practices. We must make it possible to effectively communicate with individuals from different ethnic groups. To achieve this goal, we should take into account differences in language, communication style, and even gestures. Acquiring these inter-communication skills opens up opportunities for effective work in cross-cultural teams. In our view, this occurs when we show respect and consider others' viewpoints and experiences.

Interculturality among students is also a significant aspect of educational globalisation, as students often have the chance to meet and collaborate with colleagues from various parts of the world. Developing new competencies not only makes it easier to study effectively but also prepares young people for future employment in an increasingly globalised and competitive professional environment.

In general, universities are united in many diverse partnerships, and students often have the opportunity to participate in different international events. The possibilities of the universities to organise close cooperation and bring together people from different cultural backgrounds are unique. That is the reason why interculturalism works so well in academic society. In these new settings, cultural differences are becoming less relevant due to the growing importance of a common goal of exchanging ideas and achieving scientific goals. Also working together on scientific and social issues brings people together. Our societies are in urgent need of an important objective of finding the means of better communication. We need a common determination to reach a new level of social awareness, which will enable individuals to come together and acknowledge each other, not focusing on differences, but envisioning what connects and unites us all.

Vadym HALIUK

Konrad NÜLKEN



***Biodata***

***Ihor RAPITA***; student of Private Higher Education Establishment "Academician Stepan Demianchuk International University of Economics and Humanities "

***MULTICULTURALISM IN HIGHER EDUCATIONAL ESTABLISHMENTS***

University multiculturalism is a fantastic way to broaden perspectives and make new cultural relationships.

People learn more about one another via studying, spending time together, working through various issues, and experiencing multiple life circumstances. In order to better comprehend one another's cultures, they also exchange concepts and plans. Students learn to respect various identities as well as to comprehend them.

A multicultural environment undoubtedly benefits in communication development. Students acquire the ability to tolerate differences as well as to understand them. This is vital for healthy and effective communication in the current world, where mutual understanding and collaboration between diverse cultures define collective and societal achievements.

A mix of cultures in higher education institutions not only broadens students' horizons but also fosters the development of fresh ideas and approaches. It is extremely significant when not merely students from other nations exchange, but also when teachers represent different cultures and provide new and fresh perspectives to the same class. Cooperation across cultures boosts the process of creativity, contributing in the emergence of unique cultural items.

Due to university multiculturalism, students do not merely develop their own cultural competence, but also become active participants in global discourse. As a result, I believe that multiculturalism in universities produces a new generation of leaders and creative individuals.

Ihor RAPITA

## Biodata

*My name is **Roman KUKHOTSKOVOLETS**. I am a 17-year-old Ukrainian teenager living in Rivne, Ukraine. I was born and raised in Rivne, and my parents are also Ukrainians. I consider myself a purposeful and persistent person who always achieves the set goals. In my spare time, I am engaged in programming and am also interested in the economy and its future prospects for development throughout the world. Taking into account my interests and strengths and weaknesses, I plan my future life and development.*

## MULTICULTURALISM

In my opinion, multiculturalism has become a defining characteristic of our modern globalised society. In an era marked by unprecedented connectivity and interdependence, the recognition and celebration of cultural diversity has become an integral part of promoting harmonious coexistence. I believe that the concept of multiculturalism, as well as the study of its consequences for society, the challenges it creates and the opportunities it provides can make a great contribution to the development of humanity.

Multiculturalism is based on the idea that cultural diversity is not only inevitable, but also beneficial to society. This term goes beyond the simple coexistence of different cultures; it involves seeking to understand, respect and appreciate the unique attributes of each cultural group. In a world marked by migration, communication and cooperation, multiculturalism provides a framework for building good and trusting relationships between diverse communities, promoting mutual understanding and mitigating potential conflicts.

One of the primary strengths of multiculturalism lies in its ability to facilitate cross-cultural dialogue. By embracing a multitude of perspectives, societies can tap into a wealth of ideas, traditions, and values, leading to innovation and creativity. Furthermore, multiculturalism encourages the exchange of knowledge and skills, contributing to the development of a global community that thrives on the collective wisdom of its diverse members.

However, multiculturalism is not without its challenges. Critics argue that it may lead to cultural relativism, wherein all cultural practices are deemed equally valid, regardless of their ethical implications. Striking a balance between cultural sensitivity and maintaining universal ethical standards is a complex task that requires careful consideration. Moreover, issues of cultural appropriation and identity politics can emerge, demanding thoughtful navigation to avoid perpetuating stereotypes or marginalising certain groups.

Despite these challenges, the benefits of multiculturalism are evident in various aspects of society. In education, for example: exposure to diverse perspectives prepares individuals for a globalised workforce and equips them with the skills needed to navigate a culturally rich world. In the workplace, multicultural teams are known to be more innovative and adaptable, capitalising on the strengths of individuals from different backgrounds.

In conclusion, I can say that multiculturalism is a main concept in our increasingly interconnected world. While challenges exist, the potential benefits of embracing cultural diversity far outweigh the drawbacks. By fostering an environment that celebrates differences, encourages dialogue, and promotes understanding, societies can harness the full potential of multiculturalism.

Roman KUKHOTSKOVOLETS





### ***Biodata***

*My name is **Valeriia PYVOVARCHUK**. I am 16 years old from Ukraine. and study in 11-th grade of Rivne Regional Scientific Lyceum.*

### ***“MULTICULTURAL SOCIETY”***

Multicultural society is a society that encompasses a wide range of cultural, ethnic groups and traditions. This is a society where diversity is not just tolerated, but accepted and celebrated. In a multicultural society, people of different cultural backgrounds coexist, interact and learn from each other, creating an environment of understanding, respect and appreciation.

One of the advantages of a multicultural society is access to different points of view and ideas. People from different cultures bring unique experiences and knowledge that can contribute to the enrichment of society as a whole. This diversity of thought and perspective can lead to innovative solutions to problems and a broader understanding of the world.

In addition, a multicultural society promotes acceptance and tolerance. When exposed to different cultures, people learn to appreciate diversity and understand that there is no single "right" way to do things. This understanding leads to empathy and respect for others, and the ability to coexist peacefully in a diverse community.

In addition, a multicultural society provides opportunities for cultural exchange and learning. Through festivals, events and social interactions, people can learn about different traditions, customs and ways of life. This exposure to different cultures promotes cultural awareness and can help break down stereotypes and prejudices.

However, a multicultural society is not without its challenges. It requires openness, acceptance and a willingness to learn from others. It also requires effective communication and understanding to bridge the gaps between cultures.

In summary, a multicultural society is a testament to the richness and diversity of humanity. It promotes understanding, acceptance and appreciation of different cultures, leading to a more inclusive and harmonious society.

Valeriia PYVOVARCHUK

## **Biodata**

*Greetings! I'm **Yuliia SYCH**, a 16-year-old resident of the charming city of Rivne, Ukraine. My passions include diving deep into the world of Economics, the English language, and crafting research papers that spark intellectual curiosity. I find joy in volunteering as an English tutor on ENGIN, helping young Ukrainians enhance their language skills by communicating with native speakers. Oh, and I'm learning Turkish through binge-watching series!*

### **IN A WORLD OF MANY VOICES: HOLDING ONTO YOUR OWN**

In today's increasingly interconnected world, the concept of multiculturalism has become more widespread than ever before. People from diverse backgrounds come into contact with each other on a daily basis, leading to the blending of cultures and languages. While this can be a beautiful and enriching experience, it can also result in challenges, especially when it comes to preserving one's identity.

In 2016, at the tender age of nine, I embarked on a family trip to Turkey. We stayed at an all-inclusive resort surrounded by a mixture of nationalities. The staff at the hotel, eager to provide excellent service, predominantly communicated in Russian, which was rather challenging for me. I was not a Russian; I was a Ukrainian. This detail meant a lot to me, as it was a core aspect of my identity.

When a friendly waiter approached me, asking if I wanted some watermelon in Russian, I couldn't help but assert my identity. Instead of accepting the offer for "arbuz", which means watermelon in Russian, I confidently replied that I wanted "kavun", a watermelon in Ukrainian. This might seem like a minor linguistic distinction, but it was a powerful declaration of my identity. Little me was angry because nobody seemed to understand that I didn't want to speak Russian. I wasn't a Russian, and it was crucial to me that others recognized this.

This incident sheds light on a broader issue in the modern world – the struggle to preserve one's identity in the face of a multicultural society. Identity is not just about nationality; it includes cultural, linguistic, and personal characteristics that make us who we are. In a world where borders are blurred, and diverse cultures mix, it can be challenging to hold onto one's unique identity.

Children are often louder about their identity, and they fiercely defend it. They're not afraid to say "no" in a non-negotiable manner and stomp their feet if needed. However, as we grow older, this characteristic can start to erode. We may become more accommodating, seeking to fit in or avoid conflict, even at the expense of our identity.

I believe that in a world where multiculturalism is celebrated, the key to preserving your identity is to remain true to yourself while embracing the diversity around you. It's crucial to understand and appreciate your own identity. Recognize what makes you unique, whether it's your culture, language, values, or beliefs. Like the young me who insisted on "kavun" instead of "arbuz," people shouldn't be afraid to assert their identity when necessary. Politely correcting misconceptions or sharing your preferences can help others understand and respect your background. However, we shouldn't forget to learn about other cultures and identities, because this not only fosters tolerance but also helps you understand your own identity better in a broader context.

Multiculturalism is about sharing and learning, not abandoning who you are.

Yuliia SYCH



### ***Biodata***

*Greetings to everyone! My name is **Yuliana NIKOLAICHUK**, and I am 16 years old. I was born in Rivne, Ukraine, but some of my relatives come from Azerbaijan. Yoga, Religion and Psychology are my true passions.*

## ***EMBRACING TWO WORLDS IN ONE FAMILY***

Have you ever wondered what people who have different blood feel? What do they think when someone limits their rights and freedoms? How unusual it can be to get used to the values of other cultures and nations for them? Or how happy and relieved they can feel in another country, following their lifestyle anywhere but their home?

My family has a positive but sometimes confusing experience of multiculturalism. I am Ukrainian but my grandfather came from Azerbaijan. Being a student of the Foreign Languages Department at Baku University, he was able to travel to different countries that used to be in the Soviet Union. One day he was lucky to meet my grandmother and invited her to accompany him to his village of Mehdili, as his wife after some months of dating. My grandmother is used to saying she was rather scared that she would lose her personality and identity in the country with another culture and religion.

“I couldn’t believe I was in the right place. Everything was so dark, and the weather was too dry. Each house seemed abandoned, and there were no signs of life nearby”. From her first impression, I understood it was troublesome for her to be adjusted to new customs and traditions. Everything in a new country seemed to be different for her, starting with the climate and finishing with the people. That was the hardest inconvenience of all. The constant pressure about religion made her feel devastated, although her husband was there. Yes, it seemed to be very unusual, as she was a Christian even though her husband was Muslim. She has always told me that as my grandfather was a teacher, her rights were not as limited as other women’s.

Sometime later, she got used to the conditions of Azerbaijan as the country and she decided to create her small personal Ukraine near her home. When coming to Ukraine for holidays, she took the seedlings of typical Ukrainian plants, such as guelder rose, periwinkle, marigold, cherry, sunflower, and mallow, and planted them in her Azerbaijanian garden. “It was such a delight to sit in this beautiful garden in spring when everything was blossoming. I closed my eyes and breathed in the air that smelled like my motherland at my new home.”

One of the most significant challenges my grandmother overcame was related to religion. She was happy to be Christian in a Muslim country, but they had one agreement with my grandfather. It was following the traditions of both religions. The grandmother prepared a holy dinner each Christmas or Easter and gathered the whole family. And during the Holy Month of Ramadan, my grandparents and their children followed all the customs traditions. Another Muslim practice they implemented was choosing notable names for the children. Not to offend any culture in our family, they gave them double names that had the same meaning in two cultures. I am proud that my family could establish their traditions regarding the religion and cultures of both nationalities they mixed.

One more challenge my family had, living in the Republic of Artsakh, was the invasion in 1988. The First Nagorno-Karabakh War was about to start because of the territorial disagreement between Armenia and Azerbaijan. That meant that grandparents had to make their children feel secure, so their only solution was to leave Azerbaijan and move to Ukraine. All their reserved cultural heritage was lost, and they had to set a new life in a new culture.

“I had a strong connection with that country then, and leaving meant I would probably never go there again.” The most significant insight she has gained was that multiculturalism has become her family’s lifestyle. When they moved to Ukraine, the start of getting accustomed to a new country and culture came to my grandfather. However, it was easier for him, as he already knew the Ukrainian language and could settle down faster than my grandmother. He quickly found a job and friends, but religion became another challenge. As a Muslim, he had no facilities to fully pursue his faith because there were no mosques or Muslim communities in our little town. His social and spiritual identity was partly lost. He could only implement his traditions into the family’s daily life and that helped him keep his identity. Praying together, celebrating holidays, and reading the Holy books had become a routine that everyone in our family enjoyed.

There were much more diverse situations in my grandparents’ lives that helped multiculturalism become a trait of each family member. To honour my grandfather’s death and get more accurate about his past, my mom decided to go on a trip to Azerbaijan. “It was crucial for me to know who I am”. These words make me feel proud of who I am and how the circumstances influenced my family. During her trip, my mom met all the relatives, and they went on a journey to Mendili, the village where our unique personal traits emerged. “When I stepped out of the car, the atmosphere around me was the same as when we left. Abandoned houses, dry land, and no trees. But it felt like I was at home, just the same as in Ukraine. Walking, we saw a green place, which appeared to be a great bust of guelder rose. Mom’s guelder rose.”

Nowadays, each word my family announces about their two homes makes my heart beat faster. I feel sad that they lost one of them, but they were able to find the other. My grandparents were a home for each other. They were multiplied by one another, and the positive result came out. Multiculturalism has become our family’s trait forever. It is a hollow we will preserve. And no one can ever take it away. Multiculturalism is the strength. Multiculturalism is inside us.

Yuliana NIKOLAICHUK



## ***Biodata***

*My name is **Vladyslav MELNYK** and I am a fourth-year student at Academician Stepan Demianchuk International University of Economics and Humanities (IUEH). I took part in “Opening the Borders” projects where we communicated with students from countries all around the world.*

### **THE IMPORTANCE OF MULTICULTURALISM IN TODAY’S SOCIETY**

Multiculturalism is a complex and quite new concept that has gained increasing prominence in our developing globalised society. It means the coexistence and interaction of diverse cultural and ethnic groups within a single area or community. Multiculturalism seeks the inclusion of the views and contributions of diverse members of the society while maintaining respect for their differences and withholding the demand for their assimilation into the dominant culture.

Not everybody really understands how important it is. I don’t know why, but it is rather complicated for people to be united and live in peace with each other. All humans’ history is full of wars between different ethnic groups and neighbouring countries. Even in the modern world people are not always diplomatic and tolerant, especially if they have different religions.

That is why we have to work on it, so that our next generations will be united despite complexion, religion and culture. So, there are some steps how we can achieve this:

Firstly, Government support. We have to develop policies that support multiculturalism, including language services, cultural events, and integration programs for immigrants and minority communities.

Secondly, Community involvement. Another great thing is to encourage community engagement and cultural exchange activities to build social bonds among different cultural groups.

Thirdly, Education. This means to promote cultural awareness and appreciation through inclusive curricula and cultural sensitivity training.

Finally, Cross-cultural dialogue. Last but not the least, we have to foster open, respectful dialogue between different cultural groups to break down stereotypes and build understanding.

If we are talking about Cross-cultural dialogue, I have a perfect example of it in our university. We have a special project “Opening the Borders” where we are communicating with the students from universities all around the world. We had meetings with Turkish, Israeli, Polish, Japanese and Korean students. And it was super interesting and inspiring! I had a chance to see different cultures and religions, and I understood a very simple thing - people are still the same. All of us have emotions, thoughts and dreams. Are we really that different as you can think?

All these steps are very important, but you have to remember that every great thing begins with You. Become a role model to other people, and they will start to do the same thing. Leading by example is a powerful way to promote multiculturalism.

To my mind multiculturalism is the first step for world unification. Only if people from all around the world work on it together, we can achieve great things and humanity will be infinite.

Vladyslav MELNYK

### ***Biodata***

***Viktoriia KHYLCHUK*** was born on August 21, 2004, in Ukraine. She's a student at the International University of Economics and Humanity. Her major is English language teaching. She likes learning new things, taking challenges, diving into people's psychology and music.

### ***LIVE AND LET LIVE***

The concept of multicultural society has become one of the most heated and discussed topics nowadays, which is not surprising at all, due to its complexity, quantity of opinions, and experiences that differ completely from person to person. I believe that there is no universal solution for all various cases. What I can say certainly is that we live in a constantly changing world full of unique cultures, where people have access to all types of communication that they never had before. In my opinion, it is inevitable that our society will become more and more diverse over time whether we like it or not. The question is what attitude and political direction we choose towards the people of other cultures and what we expect from them.

For me personally, multiculturalism is all about exchanging knowledge, experience, ways of living, different perspectives, and points of view. I always enjoyed learning more about other cultures. It is my reason for studying foreign languages. Imagine the world where people can live side by side and be judged by what they do but not for who they are originally. Just live and let live! Really, sounds like a paradise, doesn't it? As always, the difficulties begin when we return to reality. The reality is that not all people want to respect our values and principles. Moreover, some of them want us to live according to their sets of rules, they don't care much about compromise or even international conventions. Some are convinced that there is only one right way of living and refuse to accept others.

For most countries multiculturalism is a good choice in general, however, it played a bad joke on my country. As an example, we can take the Soviet Union consisting of 15 republics that was meant to be the embodiment of equality and indivisibility. Russian as its international and dominant language was supposed to unite the people. But eventually, the union broke up and each of the republics became an independent and sovereign state.

In conclusion, I'd say that the idea of a diverse society is great, but only if each representative of a multicultural community is broad-minded and tolerant enough to think highly of unfamiliar beliefs or behavioural patterns that can provide co-existence in harmony and mutual understanding.

Viktoriia KHYLCHUK



### ***Biodata***

*My name is **Undir LIUBOV**. I'm 17 years old and study in the 11<sup>th</sup> grade of Rivne Regional Scientific Lyceum. I have also written scientific research about politics and philology.*

## ***MULTICULTURAL EDUCATION: DREAM OR OUR REALITY?***

American writer Stephen R. Covey once said: "Strength lies in differences, not in similarities." Being the same opinion, I firmly believe that we have to take the aspect of multiculturalism into account while improving all spheres of our lives, such as politics, psychology, economics, and, for sure, education, as it plays the most significant role in growing up our new generation in a proper way. So, let's dive deeper into the definition, main approaches, benefits, and methods of multicultural education!

Equality, diversity, and inclusivity- all these equal to the society we want to live in. At the same time, these three principles are the background of multicultural education, which, according to Internet resources, refers to one with equal opportunities for all students, that can be achieved by changing the total school environment so that it will reflect the diverse cultures and groups within a society.

Next, whatever field you choose, it's crucial to define one or more scientists who made the most considerable effort researching this topic. If we speak about multicultural education, that's definitely James A. Banks, who focuses on this discipline. He defined four approaches to understand this type of education better: knowledge design, content integration, equity pedagogy and prejudice reduction. The first principle can be explained as integrating more discussions and analyses of a particular problem or event from the point of view of different nations, cultures, or groups of people. Using this advice can help broaden our minds as we learn to think about the problem from different perspectives, which can be helpful for creating inspiring ideas in the future. The second one specifies the significance of including content relevant to the different cultures and backgrounds of students in the study program. This will help everyone feel comfortable and interested in the lesson. Moving to the next approach, equity pedagogy stands for planning the lesson by teachers according to various strategies that are beneficial to diverse cultures. Last but not least, prejudice reduction is understood as recognizing negative stereotypes and fighting against them. This approach is built to teach students to develop appreciation and understanding of other nations and cultures despite some cliches.

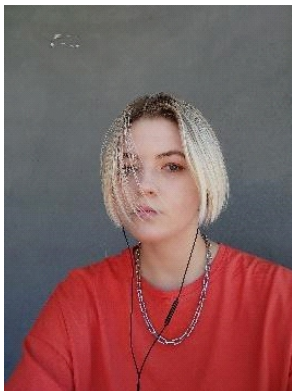
From my point of view, the educational system we use nowadays is constantly transforming and becoming more and more multicultural, even though we may not notice it or name it in this way. However, some factors may still stop us from reaching the highest level in the educational field. In my opinion, the main one is the unwillingness of either teachers or students to work hard in order to improve what we have now, as we may replan our program but make people do what they have no wish to - never. Therefore, I'm fascinated that our schools and

teachers encourage us to participate in programs like these, where we can share our opinions with people from different cultures and natures, spreading the importance of understanding and mainly using the concept of multicultural education.

Concluding, improving our educational system and bringing it to multicultural concepts is crucial for becoming better as a society. Moreover, there are four main principles, such as knowledge design, content integration, equity pedagogy and prejudice reduction, which will help us create the perfect education built on tolerance, equality, and respect. So, let's be the ones who bring all these to reality, as only by changing ourselves can make a real difference!

Undir LIUBOV





### **Biodata**

*My name is **Olesia ZATSIAPA** and I'm 21 years old. I'm from Ukraine. Now I'm a student of Higher Educational Establishment "Academician Stepan Demianchuk International University of Economics and Humanities". I enjoy reading fantasy books, singing and cosplay.*

## **COEXISTENCE OF CULTURES IN MODERN SOCIETY**

Our world is full of different cultures. Each nation has its own unique traditions. It would be wonderful if we could live peacefully without giving up our peculiarities.

The idea of multiculturalism has positive intentions. Tolerance, diversity of cultures and mutual understanding sound great, but only if certain conditions are met. We are witnessing with our own eyes a situation where globalisation is causing national organisms to be increasingly drawn into the "world vortex", and different ethnicities and ethnic cultures are being "mixed".

I believe that the main requirement is respect for the cultural identity of other people. After all, being on the border of different cultures and interacting with them requires dialogue and understanding. We, the Ukrainians, know very well what kind of catastrophe can happen if these rules are not followed.

Unlike assimilation, such a policy does not require dissolution in the culture of another country, it allows preserving the primary culture. I believe that in this aspect, multiculturalism has significant advantages, at least theoretically.

The main problem is that in practice it is not as good as it should be. Residents of countries such as England say that their own culture is dissolving due to the numerosity of immigrants. Also, many British claim that their home no longer feels like home.

It would be a lie if I say multiculturalism brings more positive results than negative ones. Finally, it is undoubtedly true that multiculturalism is a challenge for society, and moreover, it is somewhat of a problem that requires government involvement. Despite the difficulties, I call for tolerance and mutual respect. Perhaps someday we will achieve a perfect society, but for now we have to work hard at it.

Olesia ZATSIAPA

## ***Biodata***

*My name is **Maria BORODIENKO**. I am 20 years old. I am from Ukraine. I live in Rivne City. Now I am studying the English Language and Literature at Academician Stepan Demyanchuk International University of Economics and Humanities.*

## ***MULTICULTURALISM DURING THE WAR IN UKRAINE***

Ukraine, as a multinational country, is rich in different cultures and nationalities. Therefore, many ethnic groups live in Ukrainian society, which preserve their national identity and ethnic culture.

Multiculturalism is a philosophical and sociological concept that means accepting and promoting the preservation of diverse cultures that exist in one country or society. In the Ukrainian context, multiculturalism means promoting the diversity of cultures, including language, traditions, rituals, cuisine and other aspects of the life of national minorities.

Ukraine is currently at war, so the multiculturalism of the war in Ukraine is a complex and controversial topic, since the country has a diverse population with different ethnic, religious and cultural traditions.

Ukraine is rich in national minorities, such as Poles, Hungarians, Romanians, Tatars, Jews and others, who make up the diverse cultural mosaic of the country. However, during the war in eastern Ukraine, multiculturalism often became an object of conflict and tension.

For example, the Ukrainian language is the state language, but in regions with a significant Russian-speaking minority, resistance and rejection of Ukrainization measures is intensifying. This leads to tension between different ethnic groups and deepens the division in society.

Also, the war led to the emergence of new religious and ethnic conflicts. For example, in the occupied territories Crimean Tatars and Ukrainians are subject to repression and discrimination by the occupiers. People may feel anger, frustration and hostility towards those who support the aggressor.

However, at the same time, one can observe positive examples of multiculturalism of the war in Ukraine, where different ethnic groups work together and support each other. For example, volunteers from different regions of Ukraine and from different ethnic groups join the defence of the country, despite their differences.

Ukraine is obliged to understand and respect the cultural rights of all its citizens, regardless of their nationality. The Ukrainian state perceives the values, traditions and culture of other nationalities as part of the common cultural heritage. Society must create conditions for the development of each nationality, ensuring equal access to education, medical and other social services.

Multiculturalism promotes the exchange of cultural values, mutual understanding and mutual respect between different nationalities. It develops tolerant and peaceful coexistence, and supports mutual exchange of cultural ideals. It is important for Ukrainian society to pass on the centuries-old experience of cultural interactions to the younger generations, promote the development of all nationalities and ensure coexistence in peace and harmony.

Multiculturalism in Ukraine is necessary for strengthening national unity, building a democratic society and ensuring cultural diversity. Contributes to the formation of civil society, benevolent attitude towards the "other", understanding and respect for other cultural traditions. Multiculturalism in Ukraine is a fundamental principle of building a modern, equal and harmonious society.

Maria BORODIENKO



### ***Biodata***

*My name is **Elyzaveta KOZIBRODA**. I'm 16 years old. I'm from Ukraine. I study in Rivne Regional Scientific Lyceum,*

## ***MULTICULTURALISM***

It's a well-known fact that each of us is unique and special. However, since ancient times, people have been divided according to various principles, especially skin colour and cultural characteristics. This problem faced humanity, and in 1941 the term multiculturalism was coined. In every country, in addition to the ethnic population, there are other people who also have the right to equal existence. This is what I will try to prove.

Where did this "mix of peoples" come from? Everyone knows of such events in history as the Great Migration. At that time, ethnic groups were forced to move to other territories, mixing with the indigenous population of a country. Moreover, war can also serve as a clear contemporary example. Approximately 3 million Ukrainians have moved abroad since the beginning of the full-scale invasion. Rumor has it that in Poland, walking down the streets of big cities, one can hear Ukrainian much more often than Polish itself. So, this may well be the reason for the multiculturalism that we are still witnessing.

Firstly, I would like to show the positive aspects of this issue. Many people forget that multiculturalism contributes to cultural enrichment. A certain ethnic group has certain characteristics, traditions and customs that affect our lives. For example, a certain country has its own traditional dishes, but we also like food like Italian pizza or an American burger. Ukrainian music and art have also been influenced by other countries. In addition, you can hear elements of jazz, hip-hop, or English slang in the Ukrainian media more often. We are broadening our horizons and enriching our cultural heritage through this, and we cannot avoid it. In this case, multiculturalism has a positive impact on such areas as art, music, and cuisine.

As for the advantages, I can also add that people from different nations have completely different mindsets. Owners of large-scale companies take advantage of this by creating a multicultural team. This helps a lot in solving global problems. Each group of people looks from a different perspective, offering unpredictable solutions. This brings the team together and motivates you to do more than they can.

However, as I have mentioned before, people of different nations living in another country often face different problems in society. The most common of these is one-off discrimination. Since my childhood, I remember this trend of inequality against people with dark skin colour. There were many cases when they were not given a seat in public transportation or refused service in a coffee shop. For instance, I personally witnessed a similar manifestation of discrimination. In the subway, a girl asked a man with a different skin colour to take a photo with her. In response to his outrage, she replied: "Well, you are black, I want to have a photo with you." There was an uproar in the subway, but the girl ran out at the next stop and disappeared into the crowd.



From my point of view, this discrimination is a consequence of certain stereotypes and prejudices against other people in society. Nevertheless, we are human beings and should respect each other, because we live in a democratic world.

Compared to people who profess a faith such as Islam, it is quite common for them to be in a society where their religion is one of the leading ones in the country. But in Europe, there are not a lot of such people, so walking down the streets of cities, you can occasionally see someone wearing a hijab. These people receive sideways glances, are photographed from behind, and are pointed at. But they are exactly the same as those who wear regular clothes. If we were in a society where people who profess Islam are the majority, we would not feel comfortable if they did to us what we did to them. Therefore, it is important for us not to forget about this and not to create discomfort for the people around us.

To sum everything up, if the world continues to perceive multiculturalism as a national problem, we will never achieve harmony in society. Only those people who do not know such words as respect, mutual understanding and humanity divide people by national characteristics. And until each of us realises this, we will continue to face problems of a similar type. In such a difficult time for each of us, we need to unite into one. Multiculturalism is a thing we can't escape from. And therefore, we must learn to live in the world perceiving this fact as something ordinary. I am sure that by following this we can prevent a number of wars, misunderstandings and clashes. And as a legend quote says: "Until you treat everyone as an equal, you have no right to complain about the treatment you receive from anyone".

Elyzaveta KOZIBRODA



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