

Anglia Ruskin University

Young St, Cambridge CB1 2LZ,
United Kingdom

17.01.2022

Dear Sir/Madam,

Education has always been my field of interest since I was at the age of nine. I am influenced by the teachers' ways of attracting community implicitly and improving world view of people by providing broad perspectives and essential thinking skills that are needed to become a successful community in every field of science and arts. In fact, education is a precious investment that everyone should consider to be competent in this century. Hence, my interest has been raised in education for international and global development.

As I wanted to learn about how education starts at early ages of a child, and how it affects an individual's further life and personality, I studied child development and education during my high school education. As it was an occupational high school, I had the opportunity to experience studying with young learners during my internship. After graduating with honours degree from high school, I enrolled English Language Teaching major at Duzce University for the understanding of effective language teaching's impact on globalisation and international development. During my Bachelor's degree, I attended many conferences in different contexts to have the opportunity to improve myself as an individual and see how language learning develops cognition, globalisation and social change.

Also, I have had the opportunity to conduct studies on education. One of them is about "examining gender differences in visual and verbal intelligence among primary school students and classroom teaching". The study I conducted and published with one of my classmates and a lecturer, Assist. prof. Mustafa Tekke, in my university has investigated the validity and effect of multiple intelligence theory on gender differences in terms of students' verbal and visual intelligence. It was conducted as a qualitative study to examine primary school students' behaviours and attitudes during a classroom observation and to understand the perspective of the classroom teacher deeply during the interview.

Another study I conducted in 2020 has examined the relationship of perceived self-evaluation in language skills with motivational orientations of intermediate-level English preparation class students at Duzce University. In fact, I have studied students' intrinsic and extrinsic motivational orientations and their relations with students' success in language use in terms of four main skills, which are listening, reading, writing and speaking. I gave the seminar of the study at Sakarya University by attending an undergraduate students' conference. I graduated with honours degree from Duzce University as the first of English Language Teaching Major and as the second of the Faculty of Education in 2021. I have been working as an English Language teacher at a kindergarten in Istanbul since the beginning of the school year 2021/2022.

I wanted to apply for Education MA course since my experience has made me realize the need of the integration of different nations and cultures as different communities in the same country by removing the national and cultural borders between different communities in a country. One of the essential indicator of the need is having students from different countries and backgrounds. For instance, in Turkey, we confront students from disparate communities, mostly from Palestine and Syria as refugees at every degree of education. Indeed, there are many other European countries having the same situation. Despite several years after migration,

there are still social inequalities damaging both refugees and the residents of the countries. In my future career, I want to focus on how to refresh education considering this social change and how to promote democratic societies for international and global development. This global development and construction of a democratic society will be succeeded by educational development. To ensure the quality of education, I want to study Education MA to find a way to create communities with critical and democratic thinking abilities to be improved globally. I believe my past experience and deep interest on education policy and practice for social change will be a valuable asset to my further study at Anglia Ruskin University.

I am excited to study at Anglia Ruskin University because of several benefits I may gain. First of all, the fact Anglia Ruskin University has links with local schools and authorities has attracted me for the higher possibility of getting permission from authorities to conduct my study easily. In fact, it gives me an insight that I can study in both qualitative and quantitative study perspectives because the course is practice-based and related to classroom environment. Secondly, the course relates to my further career aspirations. In fact, I want to have experiences in several educational settings by both conducting my research and developing my teaching practice, and Education MA provides postgraduate students with opportunities to develop professionally for their future careers. Thirdly, as it is called 'Education MA', I will have the opportunity to have a career at universities as a lecturer and continue to my further studies as a PhD or EdD student. Therefore, I am looking forward to studying at Anglia Ruskin University, Education MA programme starting in September 2022.

Thank you for considering my application.

Sincerely yours,

Sümeyye BEYHAN



E mail: sumeyyebeyhan.tr@gmail.com

Phone: +90 537 057 5960