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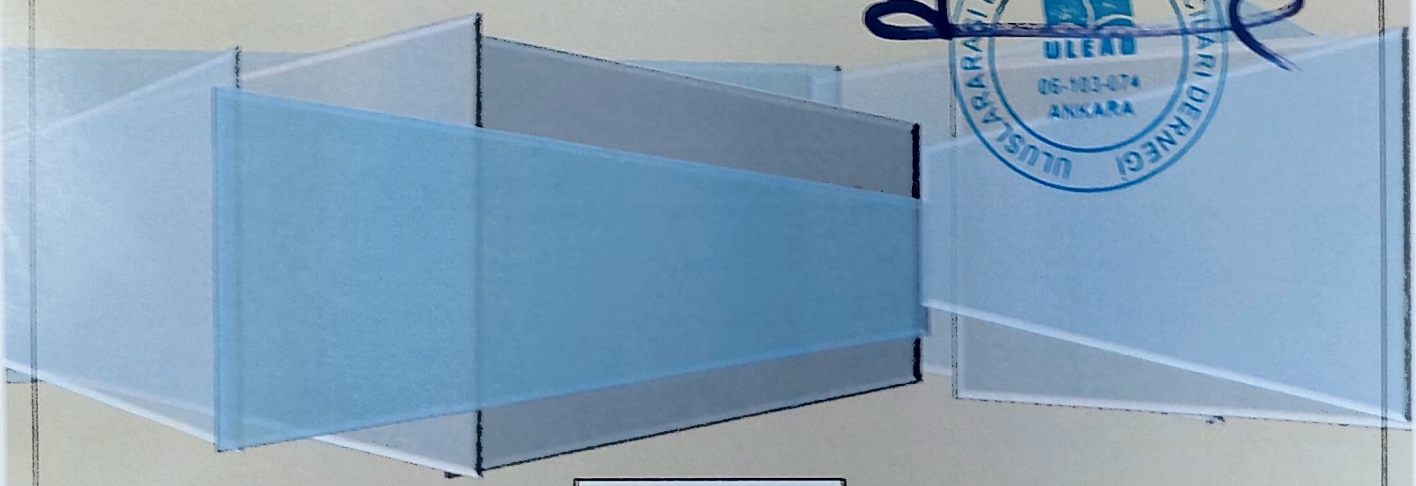
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MELTED: MOOC FOR ENGLISH LANGUAGE TEACHER EDUCATION

FINAL REPORT

ULEAD

2024

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MELTED: MOOC FOR ENGLISH LANGUAGE TEACHER EDUCATION

TYPE OF PROJECT: Education, Research and Development

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- Çanakkale Onsekiz Mart University (ÇOMU), Türkiye
- Kütahya Dumlupınar University
- Amasya University
- İstanbul University
- Izmir Demokrasi University

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INTRODUCTION

Within the landscape of English Language Teaching (ELT), characterized by continual changes in language learning methods, technological innovations, and the diverse needs of learners, this research project proposal aims to explore various sides of the ELT department. The primary objective is to identify language education, with a particular emphasis on examining the design of the curriculum to ensure its placement with language proficiency standards and the evolving linguistic demands of a globalized world. Additionally, the project seeks to conduct an in-depth examination of instructional methodologies practiced within the ELT department. This encompasses a critical analysis of the effectiveness of existing teaching approaches and an exploration of innovative strategies. Additionally, the study aims to investigate the integration of technology into language instruction, acknowledging its transformative potential in fostering student engagement and facilitating personalized learning experiences. By conducting a comprehensive analysis of the existing framework, the project aims to provide valuable insights that can inform the development of effective strategies.

Aim of the project

The primary objective of this research project is to enhance the overall functioning of the English Language Teaching (ELT) department. Additionally, our focus includes exploring instructional methodologies to identify strengths and weaknesses in current approaches, with the goal of implementing more innovative and inclusive teaching strategies. The project also seeks to evaluate the integration of technology in language instruction, assessing its impact on student engagement and personalized learning experiences. In due course, our goal is to explore that current changes meet the evolving needs of language learners in the 21st century. According to these aspects, a MOOC including 16 lessons will be developed as it is in the table shown below.

Table 1:

Introduction
Lesson 1: Methods Era
Lesson 2: Current Communicative Approaches, Post-Method Era, CEFR, Technology in ELT
Lesson 3: Language Acquisition
Lesson 4: Teaching Language Skills
Lesson 5: Factors Affecting Language Learning
Lesson 6: Teaching English to Young Learners
Lesson 7: Classroom Management
Lesson 8: Material Development / Adaptation / Evaluation
Lesson 9: Testing in ELT
Lesson 10: Linguistics
Lesson 11: Phonetics and Phonology
Lesson 12: Morphology

Lesson 13: Grammar and Syntax
Lesson 14: Semantics
Lesson 15: Sociolinguistics
Lesson 16: Pragmatics and Discourse Analysis

THEORETICAL FRAMEWORK

In this section, the theoretical framework for the study is laid out, organizing it into different sections. While we provide a comprehensive review of existing literature, it's important to note that each section is designed with a practical goal in mind. These specific headings are carefully aligned with the topics of the lectures planned to be delivered to the participants involved in our ongoing study. This intentional alignment ensures that the theoretical aspects seamlessly integrate with the practical components of the study. By connecting theoretical concepts to the applied dimensions in our lectures, we aim to offer participants a well-rounded understanding that goes beyond theoretical discussions and extends into the practical application of the study's objectives.

1. APPROACHES, METHODS, AND TECHNIQUES IN LANGUAGE TEACHING

1.1. The nature of approaches and methods in language teaching

Approaches, methods, and techniques in language teaching have evolved over time as a response to the changing needs and expectations of language learners and the broader social and cultural contexts in which language learning takes place. In this theoretical overview, we will discuss the key concepts and principles that underlie the major approaches, methods, and techniques in language teaching. American linguist Edward Anthony initially put forward this schema in 1963. His approach, method, and technique concepts are all categorized into three levels of conceptualization and organization.

The term approach refers to a set of correlative assumptions related to the nature of language teaching and learning. **An approach** is axiomatic. The subject matter is defined as the content of the course. Language teaching approaches consist of assumptions, beliefs, and principles. There are several approaches to language teaching. There is a close connection between theory and

practice that can be described as a method. A **method** is a specific set of techniques and procedures that are used to implement an approach to language teaching. A **technique** is a specific activity or procedure that is used to achieve a particular learning objective. As well as being consistent with a method, the technique must also be in harmony with the approach (Anthony 1963, Richards and Rodgers, 1999).

In conclusion, approaches, methods, and techniques in language teaching are interconnected and should be used in combination to create an effective and engaging learning experience for language learners. Teachers should select and adapt the most appropriate approach, method, and technique for their learners and learning context, taking into account the learners' needs, interests, and goals (Richards & Rodgers, 1986).

An Overview of Major Language Trends in Language Education

I. II. A Brief Historical Background of Language Teaching

1. Grammar Translation Method: This approach focuses on explicitly teaching grammar rules and translating texts from the target language to the learners' native language. In this method, the aim of foreign language study is to be able to read its literature. Grammar rules are studied and analyzed in a detailed way and translating sentences and texts into and out of the target language are the main processes of the method. According to Stern (1983) using the first language as a basis of the second language learning process is the main goal of this method. GTM dominated language teaching between the 1840s-1940s. Learners are given grammatical rules and examples to memorize them. Deductive teaching is used for grammar. Classes are taught in L1. Error correction: the teacher gives the correct answer. Accuracy is emphasized. Activities: - translation of a literary passage, reading comprehension, gap-filling, memorization of word lists.

2. Direct Method:

After the Reform Movement**,** some linguists started to think that second language learning should occur in its own process as it is in first language acquisition naturally. This method emphasizes the use of the target language in the classroom, with a focus on natural communication and situational context. This method is referred to as Natural Method in some sources as it supports the natural way of learning a language. No translation is allowed. Vocabulary was acquired in full

sentences and everyday vocabulary and sentences were taught. Grammar is taught inductively in this method. Self-correction is encouraged. Activities: - reading aloud, conversation practice, gap-filling, dictation, map drawing, paragraph writing. Drawbacks of the method: It requires native or native-like fluent teachers. It largely depends on teacher skills rather than on a textbook. Not all teachers are professional to conduct the method. Next, sometimes a brief explanation in L1 is more efficient than trying to explain it in L2. However, this method never supports the use of L1, which is why sometimes students' understanding is forced.

3. Situational Language Teaching (The Oral Approach)

The evolution and growth of the Oral Approach and Situational Language Teaching dates back to the 1920s to 1960s. According to Hussain, S., & Sajid, S. (2015), the method was significantly better than Direct Method, which was monolingual, inductive, demonstrative, and pronunciation driven. Studying English language proficiency and developing teaching materials were the focus areas of the 1920s and 1930s. The founders of this method were – Harold Palmer, A.S. Hornby, Michael West, and other British applied linguists. Language practice in meaningful situations is the goal of situational language teaching. The idea behind the theory was that language learning should be grounded in real-life situations and that students should learn language through the use of situational contexts and the functional use of language. It emphasizes learning processes rather than learning conditions, which is behaviorism's principal theory of learning. Its principles are as stated: Accuracy of grammar and pronunciation has been given importance. The most effective way to learn language skills is to first present them orally with structures to begin with, followed by written and reading instructions. Mistakes lead to bad habits, and language skills are best learned by oral presentation.

4. The Audiolingual Method

The Audio-Lingual Method (ALM) is a language teaching method that was developed in the mid-20th century, and it is based on the principles of behaviorism. According to this method, practicing the structures, repetition, and drilling are very important in making students become automatic. In ALM, students pay attention to correct pronunciation, grammar, and sentence structure. The teacher models the correct language forms, and the students repeat them until they

can produce them accurately and fluently. One of the benefits of the ALM is that it can be effective for developing listening and speaking skills, as well as for building accuracy and fluency.

However, one potential limitation of the ALM is that it may not be as effective for developing more complex language skills, such as reading and writing. Additionally, some students may find the method too repetitive or boring, which could lead to disengagement or lack of motivation. New vocabulary and grammar are presented in dialogues which are memorized through imitation and repetition. Grammar is taught inductively. Activities: - dialogue memorization, expansion drills, chain drills, repetition, substitution drills, transformation drills, minimal pairs, gap-filling

Alternative Approaches and Methods (1960s- 1980s)

Between the years 1970s and 80s, a major shift takes place in language teaching, and many approaches and methods come into existence. Among different methods, four methods developed between these dates are often considered together in different sources. These are Suggestopedia, Total Physical Response, Silent Way, and Community Language Learning. Even though they are not used anymore, still their influence is felt today.

5. Total Physical Response:

As a language teaching method, Total Physical Response (TPR) emphasizes the use of physical movement to learn a new language. This approach was developed by James Asher in the 1960s, and it relies on the idea that language acquisition is a process similar to the way children learn their first language: by associating words with physical actions and experiences. In TPR, the teacher gives commands or instructions in the target language and the students respond with physical actions. The idea is to create a physical association between the language and the action, which helps students to remember and understand the language, James Asher (1977). One potential limitation of TPR is that TPR may be less effective for developing more complex language skills such as grammar or writing.

6. The Silent Way

Developed by Caleb Gattegno in the 1960s, the Silent Way is a language teaching method which was popular at those times. The method supports the idea that students should be encouraged

to discover and generate language patterns on their own, rather than being presented with them by the teacher. The teacher acts as a facilitator in the language learning process, she doesn't provide the answers but enables learning.

In the Silent Way, the teacher uses physical objects and colored rods to represent language structures, such as words, sentences, and grammatical rules. One of the benefits of the Silent Way is that it can be effective for developing critical thinking and problem-solving skills, as well as for promoting student autonomy and self-direction. The method also places a strong emphasis on pronunciation and phonetics, which can be particularly useful for students who need to develop a more accurate accent. (Gattegno, C.,1977) However, one potential limitation of the Silent Way is that the method may be less effective for developing certain language skills, such as reading and writing.

7. Community Language Learning

Community Language Learning (CLL) is a language teaching method developed by Charles A. Curran in the 1970s. The method is based on the idea that language learning should be a collaborative and interactive process, with the teacher and students working together to create a supportive and communicative learning environment.

In this method, the teacher stands outside a circle of the students and helps students utter some sentences. Brown, H. D. (1977) states that one of the key features of CLL is the use of the student's native language (L1) as a resource for learning the target language (L2). The teacher sometimes helps with translation and sometimes gives suggestions or clues to students. After that, the students' utterances are recorded to be analyzed later on. In the end, students share how they felt about the activities.

8. Suggestopedia

Developed by Bulgarian educator Georgi Lozanov in the 1970s, Suggestopedia provides a method for teaching language. The method is based on the idea that language learning can be accelerated through the use of relaxation techniques, positive suggestions, and a rich sensory experience. In Suggestopedia, the teacher creates a comfortable and relaxed learning environment, with comfortable seating, soft lighting, and calming background music. Bancroft, W. J. (1976)

states that one of the key features of suggestopedia is the use of dialogues and narratives, which are presented in a way that is engaging and entertaining for the students to create a more memorable and meaningful learning experience.

9. Whole Language

In the whole language approach, language is seen as a means of communication and social interaction, rather than simply a set of skills to be learned in isolation. The focus is on using language in meaningful and authentic contexts, such as through reading and writing activities that are relevant to student's lives and interests.

The method also emphasizes the importance of student-centered instruction, with teachers providing guidance and support as students explore and construct meaning from language input. The idea is to create a more active and engaging learning experience, which can lead to greater language proficiency and motivation.

The whole language approach also places a strong emphasis on the integration of language skills, such as reading, writing, speaking, and listening. Rather than teaching these skills in isolation, the idea is to help students develop a more holistic and interconnected understanding of language. (Aaron, P. G.,1991). Additionally, some critics have argued that the method may place too much emphasis on student-directed learning and may not provide enough guidance and support from the teacher.

10. Multiple Intelligences

The multiple intelligences approach is a language teaching method developed by Howard Gardner (1993), the approach suggests that there are multiple intelligences or "ways of knowing" that individuals possess, including different intelligence types: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. The method recognizes that students have different strengths and preferences when it comes to learning and aims to accommodate these differences by providing a variety of activities and materials that appeal to different intelligences. One potential limitation of the multiple intelligences approach is that it may require more time and resources to develop and implement activities and materials that appeal to different intelligences.

11. Neurolinguistic Programming

Neurolinguistic Programming (NLP) focuses on the relationship between language, behavior, and the mind. Developed by Richard Bandler and John Grinder in the 1970s, the approach draws on principles from psychology, linguistics, and communication theory to help individuals improve their language skills and personal development. The approach emphasizes the use of various techniques and strategies to help learners develop greater self-awareness, motivation, and confidence in their language abilities. (Bandler, R., Grinder, J., & Andreas, S.,1982).

12. The Lexical Approach

The lexical approach is a language teaching method that emphasizes the importance of vocabulary and collocations in language learning. Developed by Michael Lewis in the 1990s, the approach suggests that language consists of a large number of multi-word units, or chunks, that are stored and retrieved as a single entity in the brain. The approach emphasizes the use of context and meaning in the learning process, focusing on helping learners identify and use appropriate chunks of language in different contexts. Lewis, M. (1993) states that the lexical approach also places a strong emphasis on the importance of developing learners' language awareness, including their knowledge of word forms, meanings, and usage patterns. This can be achieved through activities such as word games, vocabulary quizzes, and discussions of language use and structure.

13. Competency-Based Language Teaching

Competency-Based Language Teaching (CBLT) is an approach to language teaching that focuses on developing learners' communicative competence, or the ability to use language effectively in a variety of contexts. The approach is based on the idea that language learning is a process of acquiring the ability to use language in real-world situations, rather than simply acquiring knowledge of grammar rules and vocabulary. The approach emphasizes using authentic language input, including texts, audio and video materials, and real-world communication situations, to develop learners' ability to use language in context.

Assessment is an important part of CBLT and is often based on performance-based tasks that require learners to demonstrate their ability to use language in authentic contexts. These tasks may include oral presentations, group discussions, and written reports.

2. CURRENT COMMUNICATIVE APPROACHES

14. Communicative Language Teaching:

As an approach, Communicative Language Teaching (CLT) emphasizes the use of language for communication purposes in real-world situations. The approach views language learning as a process of developing the ability to communicate effectively with others, rather than simply acquiring knowledge of grammar rules and vocabulary. Teachers use a variety of activities and strategies to help learners develop their language skills, such as role-plays, discussions, and problem-solving activities. Assessment is an important part of CLT and is often based on performance-based tasks that require learners to demonstrate their ability to use language in authentic contexts. These tasks may include oral presentations, group discussions, and written reports.

15. The Natural Approach

Steven Krashen and Tracy Terrell developed the Natural Approach in the 1980s as a method for teaching languages. The approach is based on the idea that language acquisition occurs naturally, through exposure to meaningful language input in communicative situations. (Krashen and Terrel, 1985).

The approach emphasizes the use of non-threatening and low-anxiety environments, where learners can acquire the language naturally and gradually, without fear of making mistakes or being corrected. Teachers use a variety of activities and strategies to help learners develop their comprehension skills, such as TPR (Total Physical Response) exercises, where learners respond physically to language input.

16. Cooperative Language Learning

Cooperative Language Learning (CLL) is an approach to language teaching that emphasizes the importance of collaborative learning and interaction among learners. The approach views language learning as a social process, where learners work together to develop their language skills and knowledge. In CLL, language learning is organized around cooperative tasks or activities that require learners to work together to accomplish a common goal or objective. Teachers

encourage learners to support and help each other and provide opportunities for learners to develop their interpersonal skills, such as communication and teamwork.

17. Content-Based Instruction

Content-Based Instruction (CBI) is an approach that integrates language learning with content learning, such as social studies, science, or literature and aims to develop both language proficiency and content knowledge. Teachers use a variety of materials and activities to help learners develop their language skills while learning content from these areas, such as reading articles, watching videos, and participating in discussions. The approach emphasizes the importance of using authentic language input and output in the learning process. Grammar and vocabulary are introduced in a natural way, through exposure to authentic language input and the needs of the content.

18. Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is an approach to language teaching that emphasizes the importance of using real-world tasks as the basis for language instruction. The approach views language learning as a process of problem-solving, where learners work on authentic tasks that require them to use language to accomplish a goal or objective. Willis, J. (1996) states that language learning is organized around tasks, such as ordering food in a restaurant, making travel arrangements, or writing a report. Teachers use a variety of materials and activities to help learners develop their language skills while working on these tasks, such as role-plays, simulations, and real-world communication situations.

2.1. POST-METHOD ERA, CEFR

The post-methods era is a concept that emerged in the field of language teaching in the 1990s. It refers to a period of time when traditional language teaching methods were criticized for their limitations and inadequacies in meeting the needs of learners in diverse and complex contexts.

The post-methods era is characterized by a rejection of the notion that there is a single best method or approach to language teaching that can be universally applied to all learners and contexts. Instead, it is argued that language teaching should be based on an eclectic and flexible

approach, where teachers draw on a variety of methods and approaches depending on the needs of their learners and the specific context in which they are teaching.

In the post-methods era, there is a greater emphasis on learner-centered approaches to language teaching, where learners are seen as active participants in the learning process and their needs and interests are taken into account. There is also a greater emphasis on the integration of technology and other resources to support language learning, and a focus on developing learners' intercultural competence and ability to use language in diverse and global contexts.

Overall, the post-methods era represents a shift towards a more dynamic and flexible approach to language teaching, where teachers are encouraged to be creative and responsive to the needs and interests of their learners, and to draw on a range of methods and approaches to support their learning.

Technology in ELT

Many people now have some form of technological device in every room of their house. Its effects can be seen everywhere, including in the classrooms where English is being taught. In the 1950s, media technology was first used in language instruction when a few language schools started using photographs, movies, and tape recorders to teach English. The advent of video projectors and slide shows enhanced audio and video courses in the 1970s and 1980s. Numerous of the most costly language schools throughout the world included language laboratories in the last decade of the '80s and the beginning of the '90s. English language instruction has become a worldwide community because of the proliferation of digital tools such as iPads, the Internet, online forums, conference calls, and virtual language courses (Ahmad, 2012). Technology has enabled distance learners to connect with native speakers of the languages they're studying to get real-world experience outside of the classroom. This can be done through texting and social networks, eliminating dictionaries, flashcards, and the internet. Additionally, technology has the potential to improve the efficacy of language acquisition by allowing students to film themselves speaking the target language and share their progress and receive comments in class. Text chat can also be used to communicate with one another in class, as it allows students more time to concentrate and self-evaluate (Altun & Ahmad, 2021).

The Relationship between the Technology and Students

Students rely heavily on technological devices; therefore, it only makes sense that teachers include these tools in the classroom (Altun & Ahmad, 2021). They can demonstrate the usefulness of incorporating technology into the classroom, but it's vital to remember that conventional methods of education still have their place. However, English teachers must make the most of their time by studying every facet of the educational technology they want to use in the classroom. After they perform, elementary school children will see how technology may enhance their education. The following technological tools are employed while teaching English:

Projectors and Clickers

Teachers and their young ESL pupils can benefit visually from the usage of projectors and smartboards in the classroom. Teachers may quickly see how their students did on multiple-choice tests thanks to electronic gadgets that record student responses. Initiating conversation is another useful function of clickers (Bhuiyan et al., 2021).

PowerPoint Presentation

PowerPoint and other similar multimedia tools can be used to supplement lectures, encourage class discussion, and even for lectures to be given outside of class time. Teachers of English can benefit from these materials by using them in the teaching environment (Bhuiyan et al., 2021).

Collaboration Instrument and Online Projects

Students' use of technology in the classroom can facilitate group work, introspection, and learning. In addition, it might assist learners analyze deeper by clarifying and stimulating their thoughts as they translate text into visuals. (Bhuiyan et al., 2021).

Flipping the Classroom

Teachers may employ in-class time to advance students to deeper stages of comprehension by "Flipping" using technology like films, podcasts, and online quizzes, to name a few key elements. This instructional approach is theoretically grounded and offers ideas for implementation (Bhuiyan et al., 2021).

Podcasts and Games

Podcasts and games may be used to help students improve their English. Research shows that gaming may improve learning, and there have been several successful implementations of this in educational institutions (Bhuiyan et al., 2021).

Online Courses

Online instruction requires a variety of methods and resources, and instructors should set reasonable goals for student work and involvement. To succeed, students must be familiar with the learning management system of their universities and be able to handle technological tools like Skype and Weblogs (Bhuiyan et al., 2021).

3. LANGUAGE ACQUISITION

Language acquisition is the process by which humans acquire and learn a language. It is a complex and multifaceted process that involves a range of cognitive, social, and environmental factors. In this theoretical overview, we will provide an overview of some of the key theories of language acquisition.

Behaviorist theory

- This theory, proposed by ***B.F. Skinner***, suggests that language acquisition is a process of learning through imitation, reinforcement, and conditioning.
- According to this theory, children learn language by imitating the speech of adults and receiving positive feedback for correct usage.
- In behaviorism, any behavior can be learned through reinforcement and the right stimulus.
- Educators are responsible for directing a classroom and ensuring students receive feedback and interaction

Innateness theory:

- This theory, proposed by ***Noam Chomsky***, suggests that language acquisition is largely innate and that humans are born with an innate ability to acquire language.

- According to this theory, language is acquired through exposure to language input, which triggers the development of universal grammar. The UG in people's minds makes the possibility of the production of language.
- According to this theory, the human brain contains a language acquisition device (LAD) that enables children to learn language naturally, without explicit instruction.
- Chomsky states that "Learning this rule-based system is a major part of learning languages." In one's mind, rule-based systems play an important role in learning languages.

Cognitive theory:

- This theory, proposed by ***Jean Piaget***, suggests that language acquisition is closely tied to cognitive development. As a reaction to behaviorism, cognitive theories gained importance.
- The cognitive theory of language acquisition proposes that language is learned through the development of cognitive skills, such as memory, attention, and problem-solving.
- According to this theory, language is acquired through the child's own cognitive processes, such as schema development, assimilation, and accommodation.
- When children are assimilated, they are untouched by the action, whereas they are accommodated (restructuring/reorganizing) when they adapt to certain features of the environment.
- The learning process involves individuals actively.
- Learning takes place new information is related to previously learned one.

Social-constructivist theory (Interactionist):

- This theory, proposed by ***Lev Vygotsky***, suggests that language acquisition is heavily influenced by social and cultural factors.
- According to this theory, language is acquired through interaction with others, and the acquisition of language is a collaborative process.

- Teachers guide, facilitate, enable, and set conditions for learning by guiding and facilitating the process. Understanding how learners learn will determine your learning style, approach, methods, and classroom techniques. (Brown, H. D, 2002)
- ZPD ("Zone of Proximal Development)" and scaffolding (Vygotsky) are main features of this theory.
- Social interactionist Gass (2020) explained the theory as how learners use their social environment to build their knowledge of second language.

Constructivist theory:

- The constructivist theory proposes that language is learned through active construction of knowledge and understanding.
- According to this theory, children learn language by actively constructing their own understanding of language, rather than simply receiving input from others.
- The process of learning involves learners configuring meanings based on what they already know and their experiences.
- The constructivist method, especially when applied to social learning, promotes the student's active participation in co-creating ("constructing") meaning with the teacher.

In conclusion, language acquisition is a complex process that involves a range of factors, including cognitive development, social and cultural context, and biological factors. Understanding these different language acquisition theories can help educators design effective language instruction and support language learners in their language-learning journey.

4. TEACHING LANGUAGE SKILLS

Language is a tool for interaction, and people use it to exchange and transmit information among one another. Written and oral interactions both involve listening and speaking; reading and writing are included in written interactions (Mundhe, 2015) Marlina et al. (2014) argued that it is unattainable, emasculating, and imperialist to use the utterances and procedures of native-English speakers as a basis for teaching language skills. Instead, it is important to encourage students to

communicate effectively across cultures and Englishes, take charge of how they make use of English, build a keen understanding of current beliefs and procedures that promote both cultural and linguistic disparities, and take responsibility with regard to their individual employment of English. This is the primary category of teaching language skills notified by the EIL viewpoint in this situation. One of the main aims of many TESOL teacher-education schools in universities across the world is to master the concepts and methods of teaching English language learners' receptive skills; namely, listening and reading and productive skills are speaking and writing (Marlina, 2018).

Teaching Speaking Skills

Language is essential for verbal engagement and exchange, and transactional language is used to transmit information. Most English teachers don't devote enough time to enhancing students' public speaking abilities, either because the teacher doesn't have the self-assurance and expertise to do so or because the students themselves see no reason to acquire these abilities. (Mundhe, 2015). The direct technique and audio-lingual method were developed after the emergence of the grammar-translation approach, which did not place a high priority on instructing learners how to communicate in the target language. Since then, creating a safe space where students feel comfortable communicating freely has been a central emphasis of lessons on public speaking. TESOL teacher training has only implicitly covered the teaching of oral communication skills, but research suggests that teachers should base their lessons on the characteristics of authentic conversation and the character of spoken communication. Some of the features of speaking are; (1)it is not just more immediate than writing but also two-way, (2) Phrases and sentences are the basic components of spoken language, (3) It's possible for words to be unspecific, and too broad, (4) It's possible for words to be unspecific and too broad,(5) Since words are generated on the fly, they occasionally stumble or repeat themselves,(6) The participants in an interaction discuss and generate meaning together (Marlina, 2018). In addition to them, Anuradha et al. (2014) provide the following guidelines for instructing students in the discipline of speech:

- It's important to get learners talking from day one. Any time before she introduces them a collection of phrases and sentences is preferable.

- Allow for the possibility that certain learners will merely copy what you say.

- Accept one-word responses to questions from students for the immediate period.

- Engage the students in meaningful conversation using their current level of English proficiency.

- Make suggestions for structures, phrases, and words and give students ample opportunity to practice using them in a variety of contexts.

- Promote the practice of merging more than 10 phrases using the back-chaining or tail-forwarding method.

- Supervise the students while they engage in role-playing and collaborative activities, correcting the more engaged students and stimulating the more inactive ones.

- Plan your lessons, tasks, and assignments ahead of time.

- Allow novices to make blunders in the beginning stages of their education. Interruptions and corrections frustrate the learner and impede fluency (Hussain, 2017).

Teaching Listening Skills

As with speaking skills, listening was not valued as such until the advent of communicative language teaching (Marlina, 2018). According to Nunan (1997), listening refers to the "Cinderella Skill" and it is often disregarded in favor of the "big sister" of speaking when it comes to acquiring a new language. Richards & Renandya (2010) claim that due to the fact that hearing was seen as an insignificant skill and classroom techniques prioritized the development of speaking and writing abilities, listening was often neglected in language classrooms. Despite popular belief, listening has been shown to be a dynamic endeavor in which one creates meaning from a continuous input of sounds. Because learning is not possible until there is sufficient comprehension of the data, listening is arguably the foundational skill to speak.

Swain (1995) declares that the ability to understand what is being heard is crucial while acquiring a new language. Research on SLA has shown that understandable input and output are critical to picking up a language. As a result, we must figure out what makes for an effective listening text in the context of language education. The efficacy of an audio recording can be affected by many different things, but there are two main factors: the content and the delivery.

The content of a listening text should be engaging, culturally acceptable, and dense. The delivery of a speech depends on its lengthiness, strength, tone, and speaker's delivery. Students should be able to focus on the text without interruptions. Authentic and pedagogic materials are both suitable for second-language learners, but authentic materials have more unknown words than pedagogic materials. Thus, it can be challenging for them. However, there are three benefits of using genuine materials in the classroom, as outlined by Richards (2006): (1) students are exposed to the culture of the country where the target language is spoken, (2) examples of real-world language usage are provided, and (3) a more innovative approach to instruction is implemented (Solak & Erdem, 2016).

The Approaches While Teaching Listening

According to Field (1999), bottom-up approaches are "data-driven" whereas top-down approaches are "knowledge-driven" in computer science. Bottom-up and top-down processes in SLA are revealed through mental tasks of listening and reading in the target language (Clement, 2007, as cited in Solak & Erdem, 2016).

Some Top-Down Listening Activities

Wilson (2003) suggests that when students listen to a text about a subject, they are unfamiliar with, they use top-down processing to fill in the gaps in their understanding. Teachers can promote this approach by introducing the listening exercise with pertinent visuals or significant phrases. Activities that start at the top and work their way down include those in which students are presented with images or timelines of events and asked to make inferences about the relationships between the characters (Solak & Erdem, 2016).

Some Bottom-up Listening Activities

The goal of a bottom-up pedagogical strategy is to strengthen students' linguistic competence by using activities such as cloze listening and multiple-choice listening comprehension questions. These activities help students identify important words, clause categories, discourse transition markers, and prosody characteristics in spoken language (Marlina, 2018).

Stages of Listening Skills

Underwood (1989) states that listening consists of three stages:

Pre-Listening: Schema activation, which occurs during pre-listening tasks, improves hearing and provides hints concerning task objectives. Schema activation is the process of drawing upon learners' existing bodies of information through brainstorming, images, realia, phrases, circumstances, viewpoints, thoughts, and realities. Pre-listening exercises can help improve schema activation and prediction (Wilson, 2008, as cited in Solak & Erdem, 2016).

While-Listening: Most of the listening assignments involve doing something while you listen. Students gather information and decide on a course of action based on how it applies to the work at hand.

Post-Listening: Students engage in debriefing exercises following a listening session when they reflect on the merits of the strategies they employed. Group debates and self-evaluations both serve as feedback mechanisms (Guan, 2015 as cited in Solak & Erdem, 2016).

Teaching Reading Skills

Teachers must explicitly instruct students in reading because it is not a talent that can be learned informally by students. Without a well-thought-out lesson plan, students have no means of knowing how to get better at reading (Republic of South Africa Education Department, 2008 as cited in Mulatu & Regassa, 2022).

Stages in Teaching Reading Skills

Pre-Reading Stage: Williams (1984) argues that the pre-reading phase should do three things: present the topic, pique the reader's attention, and offer the reader a cause to read, as well as do some linguistic scheduling for the material being read. Atkins et al. (1996) suggest that pre-reading activities should focus on engaging students' previous knowledge and piquing their curiosity about the material they will be reading about. Examples include making a list of terms they expect to appear in the reading, putting what they say on the chalkboard, substituting different words, explaining them in context, or having pupils try to figure out the difference as they read.

While-Reading Stage: Williams (1984) states that Students should read on their own and respond to comprehension questions to synthesize what they already know and what they are learning. They should be able to understand what is being said by looking at the bigger picture. (Mulatu & Regassa, 2022). It is crucial for students to engage in deep processing of the text during reading, making use of methods and bringing in past information. (Mulatu & Regassa, 2022).

Post-Reading Stage: The post-reading phase encourages learners to reflect on their reading and question the text's veracity (Mulatu & Regassa, 2022). Atkins et al. (1996) list three activities for the post-reading phase: understanding the material, asking questions, and connecting verbal and written expression. At this point, it is helpful to assign a task that builds off the reading, such as a short synopsis, word search, debate, or dramatic interpretation (Mulatu & Regassa, 2022).

Teaching Writing Skills

Writing is the most challenging basic talent since it demands authors to have extensive understanding of lexical and syntactic structures, as well as rules of organization, in the target language in order to produce a competent piece of writing. (Tangpermpoon, 2008) Students, who are overloaded with audio-visual information, often lack experience in writing because of this. Having written a regular component of learning a foreign language from the initial day of class can set students up for achievement (Ariana, 2010). Maghsoudi and Haririan (2013) state that writing is challenging since it develops skills in learners such as critical thinking, organization of ideas, and summary, analysis, and criticism. (Selvaraj & Aziz,2019).

The Features of a Good Writing

Ur (1996) claims that from the standpoint of the reader, there are nine aspects of written language: persistency, openness, intensity, objectivity, organization, tardiness of the work but getting it quickly, common use of language, an acquiring ability, plainer compared to speaking (Virdyna, 2016).

Features of Writing Approaches

According to Fujida (2006) methodologies and techniques have been created to aid ESL learners in becoming better writers, distinguishing them from the approaches taken by native speakers of the language being written (Selvaraj & Aziz, 2019).

Product-Based Approach

Raimes (1983) and Silva (1990) state that the controlled-to-free technique, the text-based approach, and the guided composition are all terms for product-based writing strategies (Tangpermpoon, 2008). To write effectively, students frequently use models. In simple terms, students are asked to write an essay in the style of an instructor-provided sample. Compositional samples or models are provided by teachers so that students can write in a comparable style. According to Steel (2004), there are four guidelines to follow when implementing this strategy in an English as a Second Language (ESL) writing classroom. Firstly, students should read a sample essay and analyze its structure, vocabulary choice, and grammar. Secondly, in order to put into practice, the concepts presented in the template work, students engage in organized drills. Then, students try to replicate the example essay by arranging an accumulation of ideas in the same manner. Finally, they try to re-create the sample essay by employing the same pre-determined form, skills, and language (Selvaraj & Aziz, 2019).

Process-Based Approach

The ultimate result is not as significant as the steps taken to get there, according to the process-based approach. Planning, drafting, rewriting, and editing consist of the four stages of the writing procedure. The process-based approach, as described by Kroll (2001), is a flexible method that promotes recurrent revision. Its advantages, which include scaffolding, feedback from teachers and peers, and chances for students to improve their writing have contributed to its widespread adoption. Maarof et al. (2011) claim that essay writing can only improve with teacher input, but a process-based approach includes drawbacks including taking up an excessive amount of time and emphasizing the procedures rather than patterns and language (Selvaraj & Aziz, 2019).

Genre Based Approach

According to Badger and White (2000), a technique known as "genre" highlights the fact that written work changes depending on the social setting where it is created. The benefits of a genre-based approach include, among other things, discovering how to adapt one's language structure to suit a variety of different text kinds and how they intersect with societal demands (Tangpermpoon 2008, as cited in Aziz, 2019). Taking a genre-based approach is helpful for students just starting out since they are provided with examples of what they should be reading. It includes scaffolding.

However, it is a restricted method as it just puts an emphasis on the outcome and not the process, overlooking the student's capability (Selvaraj & Aziz, 2019).

5. FACTORS AFFECTING LANGUAGE LEARNING

Language learning is a complex process that is influenced by a range of factors. In this theoretical overview, we will provide an overview of some of the key factors that can affect language learning.

- **Age:** Age is an important factor in language learning, and research suggests that younger learners generally acquire language more easily than older learners. There is a critical period for language acquisition, which is the period during which language can be acquired most easily and naturally.
- **Motivation:** Motivation is a key factor in language learning, and learners who are motivated to learn a language are more likely to succeed. Motivation can be influenced by a range of factors, including personal interest, academic goals, and social or professional reasons for learning a language.
- **Learning style:** Learners have different learning styles, and some learners may learn more effectively through visual or auditory input, while others may prefer a more hands-on approach. Understanding individual learning styles can help educators to design effective language instruction.
- **Language aptitude:** Language aptitude refers to the ability to learn and acquire language, and some learners may have a higher language aptitude than others. Learners with a high language aptitude may be able to acquire language more easily and quickly.
- **Language input:** Input refers to the language that learners receive, and research suggests that input is a critical factor in language acquisition. Learners need exposure to comprehensible input in order to acquire a language.
- **Social and cultural factors:** Social and cultural factors can also influence language learning. Learners who are exposed to a rich and supportive language environment, and who have opportunities to interact with native speakers, are more likely to acquire language successfully.

In conclusion, language learning is a complex process that is influenced by a range of factors. Understanding these factors can help educators to design effective language instruction and support language learners in their language learning journey.

6. TEACHING ENGLISH TO YOUNG LEARNERS

In today's increasingly interconnected world, it's more important than ever for kids to start learning English at an early age. The ability to communicate effectively in English is going to serve them well in their future endeavors. Nevertheless, instructing young minds in the English language is not simple. However, it won't be too tough if we are already familiar with the process. Unlike adults, children tend to be more active, have less focus, and go through language learning in predictable phases, all of which can make lesson preparation difficult. Understanding the fundamentals of acquiring a language and using them in methods that maintain children eager for learning is essential when teaching English to youngsters. Games and mimicking are the nature of children (Hashemi & Azizinezhad, 2011).

What are the Methods of Teaching English to Young Learners?

Audio-lingualism

Founded on the behaviorist principle of stimulus-response-reinforcement, or exercises to teach a given form, audio-lingualism is a method of teaching foreign languages. It's not perfect, but it helps YL learn how to construct coherent sentences in English (Ilmiddinovich, 2020).

Presentation-Practice-Production

The PPP technique is a sensible three-step process for teaching anything new, like how a swimming coach might show an inexperienced swimmer how to do a certain movement. Second-stage language acquisition has pupils actively using the target language with little yet specific support from their instructor. A swimming teacher who lets their students practice their movements in the water while providing positive reinforcement is used as an illustration to show how this works. The last step is a performance in which students utilize language authentically with limited guidance from the instructor. (Ilmiddinovich, 2020)

The Communicative Approach

The goal of the Communicative Approach is to enable students to gain proficiency in a foreign language by engaging in meaningful conversation with native speakers (Ilmiddinovich, 2020). Damar (2004) and Gürsoy et al. (2013) state that learner-centered instruction, teacher facilitation, and language instruction within a setting were all incorporated in the 1997 curriculum, along with Communicative Language Teaching (CLT). At the same time, the course "Teaching English to Young Learners" was added to the curriculum as a means of adapting to the changing demands of teacher preparation (Damar et al., 2017).

Task-Based Learning (TBL)

TBL, or task-based learning, is a method of instruction in which learners solve a real-world problem using the target language. Consequently, students gain comfort in both spoken and unspoken English, as well as in a variety of social contexts. It's been found to be more in line with the manner in which language acquisition occurs in the human brain. (Ilmiddinovich, 2020).

Total Physical Response (TPR)

According to the TPR theory put out by linguist James Asher, kids pick up a new tongue when it's spoken directly to them. In TPR, students primarily focus on listening to and responding to the instructor's directions during the course of an oral lecture (Ilmiddinovich, 2020). In a TPR-based English classroom, the instructor leads by example, demonstrating and verbalizing the desired behaviors before having pupils mimic every action they take (Hashemi&Azizinezhad,2011). Respecting the silent period and without assuming any linguistic background from the student makes this a powerful tool for educating children (Ilmiddinovich, 2020).

The Natural Approach

The Total Physical Response may be provided with the help of the Natural Approach. The emphasis is on communicating with pupils in the target language throughout the classes, utilizing visual aids and lots of body language to ensure comprehension. TPR and the Natural Approach share the objective of improving students' listening knowledge, thus teachers should refrain from correcting students' pronunciation or phrasing when they speak (Ilmiddinovich, 2020).

Songs

Songs may be used as a strong and endless resource for learning new words in English. They are an essential tool for any kindergarten teacher using the Audio-lingual approach. Songs are like exercises, only they're sung, so kids remember them better and for longer. Children will enjoy greater fun singing along and improving their understanding of the words thanks to the addition of dance. Teaching youngsters vocabulary, pronunciation, and phrases via song is powerful (Ilmiddinovich, 2020). Young students might benefit from songs that help them focus on listening and pronouncing the target language. Moreover, they don't just learn about the structures of the language, Jolly (1975) argues that students might gain a deeper insight into the culture of the target language via the use of songs. (Millington, 2011).

Flashcards

Various tasks, such as identifying the name of the object on the flashcard, analyzing the color of the thing, or playing a memo game, can be done using flashcards to impart vocabulary to young learners. Songs may be used to teach youngsters new words before they begin performing them (Ilmiddinovich, 2020).

Proverbs

Proverbs are wise sayings that are usually rather brief and aim to convey some universal truth or common knowledge. They have been utilized as a method of instruction to instill moral principles and interpersonal competence for ages. A proverb is a wise saying that sums up an eternal principle in a few words. Teachers of English as a second language might utilize proverbs as a warm-up exercise prior to diving into the instruction of language skills, such as vocabulary, grammatical structures, sentence structures, ethical principles, and similar topics (Ilmiddinovich, 2020).

Games

When students are more concerned with enjoying the pleasure and winning the game than they are with studying, the classroom climate benefits greatly. This makes for a pleasant setting in which to study (Ilmiddinovich, 2020).

7. CLASSROOM MANAGEMENT

To create a better learning environment for students, effective classroom management is a crucial component of English language instruction. Cooper (2011, as cited in Gultom & Saun, 2016) states that the term classroom management describes the efforts made by teachers to foster a polite, compassionate, and effective learning setting. Moreover, Marzano (2003, as cited in Macias, 2018) mentions that establishing and enforcing rules and procedures, carrying out disciplinary measures, and building strong teacher and student connections are all parts of a succesfull classroom management. In fact, the purpose of effective classroom management is to provide a supportive environment that enhances learning (Tuncay, 2010). For instance, a well-prepared environment aids in teaching and learning and encourages student participation in class. On the other hand, a boring, noisy classroom environment is detrimental to students' learning and engagement in educational activities (Kayıkçı, 2009). Thus, lack of classroom management can have a detrimental effect on students' ability to learn.

Factors that Affect Classroom Management in EFL Classes

As for classroom management in language teaching classes, there are numerous factors that must be taken into account. Allwright and Bailey (1991, as cited in Macias, 2018) initially state that it is more stressful to perform in a foreign language class than it is to perform in other topic subjects. In other words, things are getting harder and less certain. (Fowler & Şaraplı, 2010) due to the fact that some features such as how students interact, how they use the target language, and how the language skills are taught can all have an effect on how a class is managed (Macias, 2018). Also, there are numerous additional elements that influence classroom management in language classes. First of all, using the mother language or target language is accepted as a way of providing classroom management in language learning classes. For instance, Nation (2003) insisted that classroom management was one way to promote target language use in class. However, many teachers favor using the student’s first language for the purpose of providing classroom management. For these teachers, managing the learning environment and reducing the possibility of inappropriate behavior and ambiguity appear to be benefits of using the first language. In addition, there are other difficulties with classroom management in foreign language classes like incomprehensible responses, reluctance to communicate in the target language, discourage for

learning foreign languages, a lack of materials and resources, crowded classrooms, and students with varying levels of language proficiency (Macias, 2018).

Regarding the Turkish EFL teaching environment, numerous research has addressed the primary causes of challenges of classroom management in language instruction due to the fact that there are variety of factors that affect classroom management in English as a foreign language classes in Turkey. For instance, Aydın and Bahçe (2001, as cited in Merç and Subaşı, 2018) conducted a study with 67 Turkish EFL students to determine the challenges they have faced while teaching. They identified that they have many problems, which included handling the noise, inspiring children, controlling the time, dealing with the difficult students, and recognizing the students. Secondly, Merç (2004) also carried out a study with 99 Turkish EFL students. The analysis of his student-teacher reflection journals revealed some classroom management issues such as dealing with latecomers, maintaining students on task, turn-taking regulations, the teacher's position in the class, losing control of the class, dealing with noise.

Ways to Promote Classroom Management in English Language Classes

Moreover, other studies conducted related to the EFL context are mostly about the ways how to achieve classroom management in language classes. To illustrate, the results of Kayıkçı's empirical research study (2009) advised that students' misbehavior would be decreased by improving teacher-student relationships and communication, recognizing students' needs and traits, motivating students, establishing clear class rules, and creating a safe classroom environment. Moreover, according to participants in Quintero and Ramirez's (2011) study, another strategy to encourage management in the classroom is to place an emphasis on communicating with the involved students, provide a range of activities in lessons, maintain students' attention, give clear explanations and directions, keep students busy, and manage time well. Last of all, Castellanos (2002, as cited in Macias, 2018) revealed a series of strategies such as focusing, monitoring, modeling, environmental control, and providing assertive and positive discipline to have better classroom management.

Additionally, Jenny (2011, as cited in Gultom & Saun, 2016) stated that effective instruction, setting and enforcing rules, managing activities, receiving feedback on activities, and the classroom environment are all factors to consider when managing a class. Additionally, there

are a number of techniques, including balancing teacher and student speaking time, dealing with teachers' fears, giving clear instructions, considering using the students' first languages in the classroom, questioning techniques, and handling students with mixed abilities. Last but not least, it would be advantageous to provide teacher candidates with an early opportunity to deal with classroom management throughout the initial stages of their training. The chance to discuss and use some teaching strategies should be given to teacher candidates (Merç & Subaşı, 2018).

8. MATERIALS DEVELOPMENT / EVALUATION / ADAPTATION

Materials Development

The methodology of design, implementation, evaluation, and analysis of language learning materials are components of materials development, which also embraces the creation, assessment, adaption, and exploitation of resources to support language learning (Tomlinson, 2011). The advantages of material development in language teaching are various. According to Tatsuki (2019), it provides creating a better balance between the context and the materials, addresses the diversity among learners and their needs, personalization, responding local and worldwide events, and lastly, increases the relevance of the lesson.

There are many factors that need to be considered while developing materials for students. Initially, needs analysis is necessary because of the fact that without an understanding of learners' needs, it is not possible to produce good materials. According to Brown (1995, as cited in Islam et al., 2020) needs analysis is the systematic gathering and analysis of data required to define curriculum purposes that satisfy students' language learning needs within the context of specific institutions that have an impact on the learning and teaching situation. Besides, due to the fact that teachers should develop materials have to integrate activities of various levels and add new content, the issue of mixed ability classes appears to be the biggest problem during materials development process.

Material Evaluation

Materials evaluation refers to a principled process of providing useful information about the targeted materials in order to select and/or develop them in a reliable and valid approach (Alkhaldi, 2010). To put it differently, the term materials evaluation is making decisions regarding

the effect of the materials on the students (Tomlinson, 2011). Evaluation of the resources is required to determine whether they are successful for learners, whether they match learning objectives, and whether they meet the language demands of learners (Kara, 2019).

According to some scholars, types of materials evaluation are pre-use, while-use and post-use evaluation. According to Tomlinson (2011), pre-use evaluation involves developing assumptions about the possible value of materials for users. While-use evaluation measures the value of the materials during observing or using them. Most significant and effective sort of evaluation is post-use evaluation since it can assess the actual effects of the materials on the users and offer reliable information. It additionally has the ability to assess immediate effects like motivation, impact achievability, and instant learning. Additionally, it may assess long-term outcomes like learning and practice.

On the other hand, as for some scholars, there are two distinct categories for materials evaluation types: predictive and retrospective. For instance, according to Ellis (1997) predictive evaluation, which is primarily accomplished using checklists, is the teaching procedure with the goal of choosing the materials to use. The term retrospective material evaluation refers to an examination of the materials that have been used. It is carried out to determine whether the resources have enhanced learning, aided students in achieving predetermined goals, and encouraged active participation in class. Littlejohn (2011, p. 202) also states that the examination of materials is carried out in three steps: "analysis of the target situation, use and materials analysis," "match and evaluation," and "action." A teacher starts by examining the types of materials and particular teaching situation. The teacher then determines whether features of the materials are appropriate or not, and to what extent the learners' and teachers' objectives are in line during the stage of matching and evaluation. In the final stage, the teacher makes all decisions on the use of materials, and he/she can modify or add them.

On the other hand, the materials evaluation process is divided into two parts by McDonough et al. (2013): external evaluation and internal evaluation. While internal evaluation examines how well the factors in the external stage coordinate with the internal consistency and organization of the materials, external evaluation deals with examining the organization of the materials. To put it differently, internal evaluation focuses on the presentation of the skills, the sequencing and grading

of the materials, the importance of using artificial versus authentic language when teaching the skills, and whether it's appropriate of the material for various learning styles. However, external evaluation helps the teacher or evaluator interpret the results in considering the target learners, the teaching context, the students' proficiency level, the way the units are organized, the visual materials, and cultural components.

Material Adaptation

According to Tomlinson (2011), the notion of materials adaptation refers to making changes in materials with the goal of improving and making them more suitable for target learners. McDonough and Shaw (2003, as cited in Kara, 2019) present some strategies to use when adapting materials. These strategies are adding, deleting, modifying, simplifying, reordering and replacing material. By adding, a teacher suggests they are improving and increasing the current materials. The teacher may choose not to complete the activity in the lesson plan by deleting it. Also, any type of change is considered modifying. In other words, it is the process of modifying a task or a lesson to make it better or more agreeable for the students. Simplifying refers to the teacher making complex content understandable for the students or simplifying a challenging exercise to make it easier for the students to complete. Moreover, when the teacher decides to reorder, the teacher changes the place of an activity. Last but not least, replacing material refers to a teacher's decision to use a different text than what is provided in the material.

For some researchers such as Ebrahimpourtaher and Hamidi (2015), there are some criteria for a more successful material adaptation. Initially, adaptation should help classroom instruction. To put it differently, materials should be simple to use in an educational setting. Instructions for resources should be rewritten by teachers to make them easier for students to comprehend, manage, analyze, and communicate. Additionally, adaptation ought to foster learning. The level of the students should be taken into mind while creating authentic resources, which tend to be carefully organized, full of new and passive words, and complex discourse. Teachers should use authentic resources. Likewise, adaptation should strengthen students' learning awareness. Also, teachers ought to let students know how well they performed. In addition, learners should be the main focus of adaptation. In other words, before creating the materials, the needs, interests, and viewpoints of the students should be taken into account. Furthermore, adaptation should guarantee relevance.

Materials must be relevant because they must be worthwhile teaching. They need to line up with the expectations or the planned course objectives. Meanwhile, they ought to have similar effects on various target learner groups. Furthermore, adaptation should prompt flexibility. Materials should be adaptable so that teachers can quickly modify them to fit a particular setting and a particular group of students. Last but not least, when all of the aforementioned factors are taken into consideration, adaptation ought to motivate learners.

9.TESTING IN ENGLISH LANGUAGE TEACHING

Creating good test items is like an art and it requires not only field knowledge and view of the desired outcomes but also psychological understanding of learners, persistence, and a touch of creativity. In English language teaching methodology, namely, in English language teaching context, a test is created to measure and evaluate students' language ability in accordance with particular characteristics (Hughes, 2003).

Types of Tests in English Language Teaching

Ivanova (2011, as cited in Tılfarlıoğlu, 2017) divides tests used in English language teaching into eight fundamental categories: according to the purpose (diagnostic, proficiency, placement, and aptitude tests), according to test timing (whether limited time or unlimited), according to test administration (individual tests and group tests). Written tests, computer tests, and performance tests make up the fourth group based on answer type; preliminary tests, current tests, and final tests make up the fifth group of tests. Essay-based tests (subjective tests) and objective tests fall into a different category. The evaluation method (norm-referenced tests and criterion-referenced tests) is the seventh category. Test quality is the fourth category, which includes both standardized and nonstandardized examinations.

According to Ozerava, (2004, as cited in Tılfarlıoğlu, 2017) when the tests are considered based on their aim, the teachers are required to analyze the diagnostic tests by filling out particular documents and by drawing diagrams with the findings of each class. Then, the teachers are required to compare the outcomes with the final exams at the conclusion of the academic year. The placement test is an additional test type dependent on its objective. It helps to place the student in the exact group that best suits his or her actual skills. The progress test is also used to demonstrate

whether students have successfully learned the material that has just been taught. Moreover, as Hamp-Lyons defined (1998) a proficiency test attempts to evaluate their comprehension of the language. A teacher can also evaluate the students' learning progress at the end of the academic year thanks to an achievement test. The proficiency test's main objective is to assess a test-taker's competence for a particular communicative task.

Based on its technique of evaluation, English language teaching tests vary into a different category; norm-referenced and criterion referenced tests. Norm-referenced testing is a type of assessment that measures a learner's knowledge and compares it to the knowledge of another group member. A specific group's performance, or the norm, is used to analyze test results. In a comparable manner, criterion-referenced tests are created to make it possible for the test taker to evaluate a test result in light of a criterion level of proficiency (Bachman, 2011). As Ozerova (2004, as cited in Ali et al., 2019) has stated that there is another exam type for the teaching of the English language such as subjective and objective tests. In contrast to objective tests, which are completely devoid of any personal judgment, subjective tests encourage it. Examples of subjective tests include interviews and written compositions that use rating scales, whereas examples of objective tests include dictations or cloze tests (Bachman, 2011). In other words, norm-referenced compares the performance of one applicant to that of another. The SAT (Scholastic Aptitude Test) and TOEFL (Test as a Foreign Language) are examples of tests of this type. Criterion-referenced tests are made to provide test takers with feedback on particular course or lesson objectives, typically in the form of grades. The goal of criterion-referenced assessments is to categorize individuals based on whether or not they can successfully complete a certain activity or collection of tasks (Hendriani & Suzanne, 2013).

Additionally, objective tests can be categorized as formal or informal tests in general. The teacher creates informal objective tests to be used in his class. The four different types of objective tests have been defined. First of all, questions, unfinished phrases, definitions, or identifying items can all be included in the short-answer format. Second, alternate-response or true-false questions are undoubtedly employed by teachers. Thirdly, the majority of test specialists believe that multiple-choice tests are the best kind of objective tests for evaluating a range of educational goals. Fourthly, in the matching tests, there is almost little chance that the student will guess the right answers. Furthermore, as another type of tests, essay tests can also be employed to assess verbal

and written expression as well as attitudes, interests, and understandings. Two categories of essay tests exist: First off, answers from students are extremely limited in restricted-response items. Second, the extended-response question gives the student opportunity to arrange and communicate his or her thoughts (Hendriani & Suzanne, 2013).

Moreover, as another type of tests, direct testing is easier to carry out when it is intended to measure the productive skills of speaking and writing. On the contrary, indirect testing attempts to measure the abilities which underlie the skills in which we are interested. One section of the TOEFL, for example, was developed as an indirect measure of writing ability. Besides, as another example of tests; discrete point testing refers to the testing of one element at a time, item by item. This might involve a series of items each testing a particular grammatical structure. Additionally, direct testing is intended to evaluate a person's speaking and writing productivity. On the other hand, indirect testing makes an effort to assess the fundamental capabilities that support the skills we are interested in. For instance, a part of the TOEFL was created to serve as an accurate measure of writing proficiency. Besides, another type of tests in English language teaching is integrative tests. The two types of integrative tests are cloze tests and dictations. Integrative testing requires that the test taker integrate numerous linguistic components in order to complete a task. This may include composing an essay, taking notes during a lecture, taking dictation, or finishing a cloze passage (Hendriani &Suzanne, 2013).

Criteria for a Good Test

Reliability

Bachman and Palmer (1996) mention some criteria to create better tests. Along with the measurement qualities of validity and reliability, it should also be authentic, interactive, and practical. The consistency with which a survey, test, observation, or other measurement and tool provides the same results after several attempts is known as reliability.

Despite of the fact that validity is important in language testing, reliability is an essential requirement for validity. For instance, a writing test where the accuracy and comprehensiveness of the content receive significant consideration could be a valid indicator of test taker understanding of the subject matter, but it can have unreliable and invalid measure of writing competence (Bachman, 1995). According to Brown and Abeywickrama (2010, as cited in Tosuncuoğlu, 2018),

for a test to be considered reliable, it needs to produce the same findings when conducted again to the same student or a group of related students.

Validity

According to Crocker and Algina (2006, as cited in Tılfarlıoğlu, 2017), when examining the validity of a test, it is important to consider if the scale measures the construct that is intended to be tested as well as whether there is enough evidence to support the test's intended uses. If the assessment procedure corresponds to the topic and curriculum being taught and the assessment findings are reliable, validity of the assessment is taken into account (Gür, 2013).

Authenticity

The use of the test to complete an assignment in a real-world setting is the authenticity in tests. The authenticity of a test may be demonstrated in the following ways. First of all, it uses as much everyday language as possible. Secondly, it has elements that are contextualized, and thirdly, it has topics that are significant, appropriate, and applicable to real life. It provides assignments based on activities experienced in the actual world (Brown, 2010).

Washback Effect

The washback effect is the fourth fundamental principle of foreign language testing. According to Brown (2004), this concept is described as the impact of testing on foreign language instruction and acquisition. This principle illustrates how tests have an impact on both teaching and learning. When using washback, the following considerations must be made. It should have a positive impact on what teachers teach, how they teach it, and how students learn. Students should have an opportunity to prepare, provides feedback data for students to assess their language proficiency thanks to it and it should create an appropriate environment for the student to do their best (Brown & Abeywickrama, 2010, as cited in Tosuncuoğlu, 2018).

Assessment vs. Testing and Ways of Assessment

Due to the fact that it covers a wide range of educational methods, including portfolios, case studies, and presentations, assessment is seen to be a more inclusive name than "test". Assessment also has several methods, including evaluations by teachers, evaluations by students, and

evaluations by other students. The process of assessment is ongoing and covers a wide range of themes. On the contrary, tests are a part of assessment. Tests are planned administrative processes that take place during recognizable points in a curriculum when students demonstrate all of their capabilities to perform at their best while aware that the responses are being measured and evaluated (Hendriani & Suzanne, 2013).

To put it differently, a test is a tool for determining the ability of an individual in a certain situation. It is a professionally designed tool with identifiable and defined grading criteria. In opposition, assessment is a continuous process that requires teachers to actively observe students' progress throughout the learning period (Brown, 2007, as cited in Ali et. al., 2019).

Assessments can be categorized in a number of ways, including summative, formal, and informal assessments. Starting with unplanned comments, answers, spontaneous feedback to the student, informal assessment can take a variety of forms. On the other hand, formal assessments are activities or tasks created especially for obtaining from a variety of skills and information. They are methodical, intentional sampling strategies designed to provide teachers and students with an evaluation of student performance. Conversely, summative assessment, which usually takes place at the conclusion of a course, tries to measure or summarize what a student has learned. Examples of summative evaluation include course final exams and exams for general proficiency (Hendriani & Suzanne, 2013).

10. LINGUISTICS

Language can be defined as the specialized sound or symbol system used by humans to communicate, and by which the continuity of culture is maintained (Crystal, 2010). It allows people to express and convey thoughts, ideas, emotions, and information. Linguistics, as a science, deals with how languages work, how they change over a period of time (even die), how people use them, how they function in the brain and so on (O'Grady, 1997). The answers to these questions are at the scope of several branches of linguistics. Vocroix (2021) divides linguistics in two main categories; micro linguistics and macro linguistics. Micro linguistics studies a specific language internally such as its systems, components, and so forth. On the other hand, macro linguistics studies languages externally. That is, it examines language activities in other fields like economics and history. The branches of micro and macro linguistics are presented in Table 1.

Table 1. Branches of linguistics

LINGUISTICS		
Micro Linguistics	Macro Linguistics	
	Interdisciplinary	Intradisciplinary
Phonetics	**Sociolinguistics**	**Applied linguistics**
Phonology	**Psycholinguistics**	**Theoretical linguistics**
Morphology	**Neurolinguistics**	**Historical linguistics**
Semantics	**Stylistics**	**Descriptive linguistics**
Pragmatics	**Cognitive linguistics**	**Comparative linguistics**
Syntax	**Geographical linguistics**	
	Computational linguistics	

As it can be seen in Table 1, micro linguistics focuses on the sound (phonetics and phonology) grammatical structures (morphology), syntax, and meaning (semantics) in context (pragmatics). Table 2 presents a summary regarding the branches of micro linguistics as well as their scope.

Table 2. Micro linguistics

Micro Linguistics	
Branch	**Focus**
Phonetics	How do humans produce, transmit and perceive sounds?
Phonology	How are sounds distributed into small units and organized for speech?
Morphology	How are words formed into small meaningful units (morphemes)?
Semantics	What is the structure of meaning of words and how a meaningful sentence is made?
Pragmatics	What is the meaning of language in context?
Syntax	How are phrases, clauses and sentences constructed in a language?

As for macro linguistics, it investigates linguistic phenomena and studies language in different context and its development over time. It also includes interdisciplinary studies that relate to languages. For example, sociolinguistics is the study of the relationship between society and language. Table 3 provides a general overview on macro linguistics.

Table 3. Macro linguistics

Macro Linguistics - Interdisciplinary	
Branch	**Focus**
Sociolinguistics	What is the relationship between society and language as well as the effect of society on a language?
Psycholinguistics	What are the mental aspects of language and speech?
Neurolinguistics	How is language represented and processed in the brain? How and where does brain store the knowledge of language?
Stylistics	How is style and tone interpreted in both written and spoken language?
Geographical linguistics	What are the local or regional variations of a language or dialect?
Cognitive linguistics	What is the relationship between language, mind, and sociocultural experience?
Computational linguistics	How is natural language modelled from a computational perspective? How can computer science be applied to the analysis and synthesis of language and speech?
Macro Linguistics - Intradisciplinary	
Applied linguistics	What is the structure of language and its role in communication, language acquisition, and second language learning? How does the social or cultural environment interact with language?
Theoretical (general) linguistics	What are the general linguistics theories and methods of investigating linguistic phenomena?
Historical (diachronic) linguistics	How and why do languages change over time?
Descriptive linguistics	How is a language used by a given set of speakers at a given time?
Comparative linguistics	What is the historical relatedness of languages? What are the differences and similarities between languages?

Table 3 outlines the widely accepted inter disciplinary and intra disciplinary branches of macro linguistics and demonstrates the scope of those branches. Nevertheless, some sources also define and include other types such as discourse analysis, evolutionary linguistics, and clinical linguistics under this category. ELT programs in Türkiye often include morphology and phonology, syntax and semantics, discourse analysis, pragmatics, and sociolinguistics and neurolinguistics as a part of their curricula. Here is the summary of the relevant content regarding those fields.

11. PHONETICS AND PHONOLOGY

Phonology is the study of the sounds that speakers produce and the way the sounds are organized into patterns and systems (Davenport & Hannahs, 2013). Phonology aims to describe sound contrasts that can cause differences in meaning within a single language. Every language has its own distinctive phonological system. Like morphemes in morphology, phonemes constitute the smallest meaningful sounds in phonology. They are represented by a single written symbol. In phonology, minimal pairs are used to distinguish phonemes from each other. That happens when two words have different meanings but only one sound difference like “fat /fæt/” and “cat /kæt/”.

Allophones possess an important place in phonology. It means there are phonetic variations of a phoneme depending on its position in a word. For instance, the two allophones of /l/ in “little” are articulated in a different way, and the second /l/ sounds deeper. Also, when two sounds occur in different environments all the time and do not occur in the same environment, they are in complementary distribution. The different “l”s in /ˈlɪt.əl/ always occur in different environments in words, therefore they are accepted as in complementary distribution.

Another research area of phonology is phonotactics. It refers to the rules that regulate the possible phoneme sequences in a specific language. In English language, each syllable has a nucleus (a vowel) an onset, and a coda (usually consonants). For example, in the word fat /faet/, /f/ is the onset, /ae/ is the nucleus and /t/ is the coda.

Coarticulation effects occur when we articulate two competing sounds together. These effects could be assimilation (adaptation to the neighboring sound), elision (deletion of a sound), and linking.

12. MORPHOLOGY

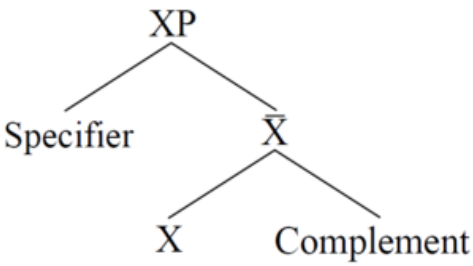
Morphology is the study of words and word structures in languages. It basically deals with the smallest meaningful units (morpheme), the forms of lexemes (inflection), and with the ways in which lexemes are formed (word-formation) (Booij, 2007). Morphemes are divided into two groups: free morphemes and bound morphemes. Free morphemes are the words that can stand alone with a specific meaning like feel (verb), bottle (noun), young (adjective) or may (modal), out (preposition) and the (article). Nouns, verbs, adjectives, and adverbs are often called content words while auxiliary verbs, pronouns, articles, and prepositions are named as functional words. Bound morphemes cannot stand alone with meaning; instead, they need a root to attach. Affixes (prefix and suffix in English) can be regarded as bound morphemes as they are attached to a word either at the initial or the final position. To illustrate, the word "international" is composed of a root "nation", a prefix "inter" and a suffix "al" and in this example "inter" and "al" are bound morphemes as they do not stand alone without a root. Sometimes bound morphemes change the category of the word they are attached as in the case of "nation (noun) and international (adjective)". These types of bound morphemes are called derivational. In English prefixes never change the word category like "il-" in "illegible (from adjective to adjective)" or "dis-" in "dislike (from verb to verb)"; however, suffixes can change the syntactic categories of the words like "-ous" in "dangerous (from noun to adjective)", and "-er" in "worker (from verb to noun)". On the other hand, some bound morphemes are inflectional, and they do not change the category of the words they are added like plural maker "-s" in "bottles (noun)" or "plays (verb-3rd person singular)".

Morphology also studies word formation processes in languages. These processes include coinage (aspirin; a trademark is used for painkillers), borrowing (bacteria; a word borrowed from Latin), compounding (coursebook; course+book), blending (brunch; breakfast+lunch), clipping (fridge; clipped from refrigerator), backformation (gym; reduced from gymnasium), conversion (google as a verb), acronyms (UN; United Nations), derivation (misunderstand; mis-understand), reduplication (bye bye), and onomatopoeia (splash; based on the sound).

13. GRAMMAR AND SYNTAX

The branch of linguistics which studies sentence structure is syntax (Trask, 1999). The grammaticality of a sentence is determined by a set of rules. These rules include word order, sentence meaning, parts of speech, transitiveness, and infiniteness of a language. O'Grady (1997) explains syntax in five aspects; categories & structure, complement options, move, UG & parametric variation, and additional structures. First of all, syntax analyses the categories of words (lexical vs. non lexical, meaning, inflection and distribution), phrase structure (head, specifier, and complement), and sentences. Syntactic categories of the words (content and function) have already been explained in morphology section. As for the phrase structure, X-bar theory regulates the order and meaning of a phrase. For example, we say "a nice picture", not "nice a picture" nor "picture nice a". According to this theory, a typical phrase in English is composed of three parts (head, specifier, and complement). Figure 1 shows a model phrase structure and the hierarchical organization of a phrase.

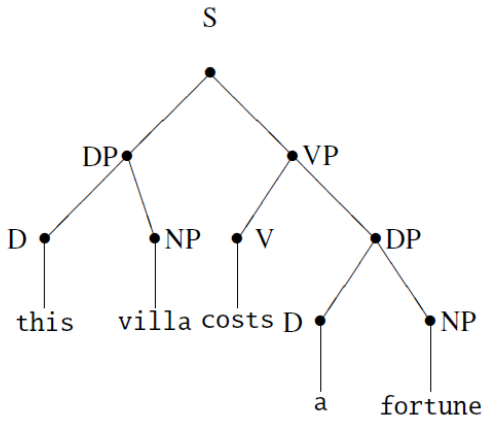
Figure 1. The X' schema



The X' schema is based on the generalization that all phrases have a three-level structure (X, X', and XP), always contain a head (X), and may include a specifier and complement. Specifiers can be determiners (det), adverbs (adv) and degree words (deg) like very, quiet and more. The head refers to the necessary nucleus of a phrase and a noun, verb, adjective or preposition can be a head. Therefore, there are four types of phrases: Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (AP), and Prepositional Phrase (PP). Complements indicate the information about entities and locations of the head. For example, if the head is a transitive verb, the direct object of a verb could be the complement. There are various complement options for verbs, for other categories as well as complement clauses.

The largest syntactic units are sentences. They are basically built upon a subject and a verb which is inflicted for tense. Syntactic analysis can be performed for sentences, too. Figure 2 demonstrates a sample diagram tree for a sentence (Kracht, 2007).

Figure 2. The structure of a sentence



There are also syntactic tests for phrase structure that linguists employ to make sure that words are grouped in the right order: the substitution test, the movement test, and the coordination test. The substitution test examines whether a syntactic unit can be replaced by a pronoun (this villa=it) whereas the movement test measures if a single unit can change its position in a sentence (I visit my relatives *at the weekend = At the weekend* I visit my relatives). The coordination test, however, tests the patterns built around conjunctions such as "and, but, or".

Another structural operation that syntax deals with is move. It indicates the changes in a sentence when we form yes/no questions (auxiliary verbs and subjects move), deep structure (basic structure) and surface structure (actual form), do insertion (for questions and negatives), and wh-movement to make questions. Moreover, it is possible to encounter some structural ambiguities in sentences that might have different interpretations. For example, "Jerry loves the fans more than Sally" might mean "Jerry loves the fans more than Sally loves the fans" or "Jerry loves the fans more than he loves Sally." (Simatupang, 2007).

Syntactic phenomena also involve some additional structures like parametric variation, verb raising, coordination (use of linkers), modifiers (i.e. use of adverbs after verbs), and passive and causative structures.

14. SEMANTICS

Semantics is the branch of linguistics which addresses meaning. According to Löbner (2013), "*Semantics is the study of the meanings of linguistic expressions, either simple or complex, taken in isolation. It further accounts for the interfaces of expression meaning with utterance meaning and communicative meaning*." From this detailed definition, it could be understood that semantics deals with meaning of a word with its contextual relations (lexical semantics), truth of the sentence (truth-conditional semantics), the relationships between words (compositional semantics), and the internal structure of the words (lexical and conceptual semantics).

To be able to capture the meaning, the context of utterance is highly important. The context is determined by the following several factors: the speaker, addressee(s), time, place, and facts. In other words, meaning of an utterance depends on who the speaker and addressees of an utterance are, where they are, at which time it is produced and the common knowledge of the speakers. For example, "here" means differently for different people in different places.

Semantic features are analysed to understand the how words relate to each other. Semantic features of "father" are being a male, an adult, a human and a mammal. Semantic feature (componential) analyses indicate what makes one word different from another. Table 4 shows the semantic features of six words.

Table 4. Semantic features

	Table	horse	boy	man	girl	woman
animate	-	+	+	+	+	+
human	-	-	+	+	+	+
female	-	-	-	-	+	+
adult	-	+	-	+	-	+

One of the theories in semantics is the "Theta theory". This theory addresses the specific semantic relationships between a verb and its arguments, claims that verbs assign thematic roles

(theta roles) to each NP in the verb phrase, and requires that theta criterion be fulfilled for a verb to be used grammatically. Some thematic roles are presented in Table 5 with examples.

Table 5. Thematic roles

Thematic role	**Explanation**	**Example**
agent	performs the action	I read a book.
experiencer	experiences the emotion / sense	He has a backpain.
force	performs the action with force	The earthquake hit the town.
location	is the place	We had the ceremony in the garden.
instrument	is the device	I chop the onion with that knife.
beneficiary	benefits from the action	He bought a ring for his wife.
source	is the origin	We started the tour from downtown.
goal	is the direction	I walked towards the entrance.
recipient	is the receptive	She gave me a present.

There are a range of semantic relations among words and phrases. Semantics also aims to define these lexical relations which involve synonyms, antonyms, polysemy, hyponyms, metonymy, heteronyms, homonyms, and prototypes. Synonymy is used for the words with same or slightly different meaning while antonyms refer to the opposites. However, antonyms could be complementary pairs like alive and dead, gradable (happy/sad), and relational (buy/sell). Polysemous words have more than one meaning such as “sound” as it functions as a noun and a verb with different meanings. Hyponyms are the general terms used to describe clusters such as “organs (hand, brain, lung and so on)”. Metonyms are the words that stand for other words in terms of meaning. For example, “hand” might mean to help in “give me a hand”. Heteronyms are two words whose spelling are the same, but pronunciation and meaning is different like “close /kləʊz/” that means “to shut down” and “near”. Homonyms, on the other hand, are spelled and pronounced the same, but their meaning are different such as “bear” that means to tolerate as well as a wild animal. Finally, prototypes represent a category. To illustrate, pine trees are often thought when someone says “tree”, so pine trees are the prototypes of trees.

15. SOCIOLINGUISTICS

Sociolinguistics is a branch of linguistics that investigates the relation between a society and language as well as the uses of a language and the social structure that the speakers live in (Spolsky, 1998). People speak differently in different social contexts. For this reason, sociolinguistics defines speech communities in the first phase. Speech communities share similar languages and styles, but in other social contexts the language might be different phonologically, morphologically and so on. Geeslin, & Long (2014) defines these differences as sociolinguistic variation. That is, to convey an appropriate message in a given context, speakers make choices from the necessary forms. Sociolinguistic variations might be caused due to individual characteristics like age, gender, ethnicity, or social class. For instance, a child's speech is different from adults'. Also, there are regional variations of a language like accent and dialects. Furthermore, functional dimensions of a language like jargons and register lead variations in a language.

16. PRAGMATICS AND DISCOURSE ANALYSIS

There are a number of approaches from different theoretical background to study texts developed over time and they are all regarded as discourse analysis, so it is hard to offer a standard definition for "discourse analysis" (Gill, 2000). However, it could be generally stated as the study of the effect or context on the meaning of the utterances. Discourse carries meaning beyond sentence level. One of the components of discourse is cohesion that means the relatedness of the sentences in a text or speech. One cannot imagine a paragraph with full of grammatically correct sentences, but irrelevant to one another. To ensure cohesion in a text, there are certain devices such as referencing (using pronouns before/after the first mention), ellipsis (omission some parts not to repeat the same information), substitution (choosing a shorter utterance instead of a long one to avoid repetition), conjunction (linking sentences based on the relationship between them like cause-effect), and lexical cohesion (i.e. collocations). In addition, when the sentences in a text or statements in a speech follow a logical order and semantically united, it is easy to follow it. This is called coherence. Moreover, the situationally or context might affect the semantic content and meaning in a text or speech. Discourse analysis examines these properties as well as intentionality, acceptability, intertextuality and informativeness of a text. As a last point, discourse analysis

contain conversation analysis since there are certain dynamics and particular utterances to initiate, maintain, turn-take and end a conversation.

The people who are engaged in a conversation are called interlocutors. Pragmatics is study of communicative action and interlocutors, interlocutors with the things they do with words in context, communicative action with regard to the context, and relating action and communicative action (Bublitz & Norrick, 2011). That is, what people say, and mean is affected by the linguistic (verbal) context and situational (non-verbal) context. The components of context in pragmatics, therefore, includes deixis, presuppositions and implicatures. Deixis is used to describe context dependent knowledge specifying the people, place and time at the time of speech. When any of these elements changes, the deictic words change like pronouns, tense markers, and demonstratives as in the case of reported speech.

Speech act theory holds an important place in pragmatics. According to this theory, speeches lead people to perform an action (Searle, 1971). The levels of the actions are classified into three: locutionary (saying something), illocutionary (bears inside meaning and illocutionary force) and perlocutionary (effect on the addressee). Among these levels, illocutionary draws more attention and research. Illocutionary acts can be assertive, directive, expressive, and declarative. In other words, when one of the interlocutors says something, the other assures something, takes action, plans to take an action in the future, expresses his/her feeling, or declares something.

METHOD

Research Design

This study follows a quantitative survey research design, which is an organized and regulated process for gathering and analyzing data on a population or group (Fowler, 2013). In this design, the target population is identified, a representative sample is chosen, a standard survey instrument is used, and statistical analysis is used to compile and analyze the data with the objective of defining and summarizing the traits, mindsets, viewpoints, or actions of the target population while also spotting patterns and trends among certain people or groups (Neuman, 2013). In the context of this research, an online seminar, also can be called a webinar, is to be held with asynchronous lecture videos then to embed this webinar to the Continuing Education Center of

ÇOMU. Surveys are held with the purpose of revealing the satisfaction levels of participants, which this study assumes to be an indicator of the webinar's contribution and effectiveness for the processes of teacher education of prospective teachers of English.

Setting and Participants

The current study's setting is online as it is conducted within the distance learning platform of the Continuing Education Center. The participant population consists of graduate students, who desire to gain insight into the department of ELT. Sampling is done randomly since every participant who takes the webinar is to fill out a satisfaction survey before getting a certification of participation.

Data Collection Procedures

Quantitative data is collected using a modified version of the MOOC (Massive Open Online Course) Student Satisfaction Survey (See Appendix G for the Survey) to evaluate participants' satisfaction levels in the study. The original survey comprises 20 items categorized under five subscales: Course Content (CC), Course Delivery (CD), Course Evaluation (CE), Course Support (CS), and Overall Satisfaction (OS). These constructs demonstrate validity scores exceeding the accepted threshold level (AVE > .50), as per Fornell and Larcker (1981). Each construct also exhibits a reliability coefficient value of over .70 and a composite reliability exceeding .85. The data collection involved a survey with 20 items grouped under five constructs, utilizing a Likert-type scale ranging from 1 to 5 (from strongly disagree to strongly agree).

During the data collection process, ethical principles were strictly followed. Informed consent forms were provided, clearly outlining the study's purpose and what participants agree to by choosing to take part. These forms, along with the surveys, were accessible on the Continuing Education Center's platform, the avenue through which online quantitative data was gathered.

Data Analysis

The handling and analysis of data was done with the use of the IBM SPSS Statistics Software version 26. Initially, the responses provided to the survey were presented descriptively with their means and where, on the Likert-type scale, these scores correspond.

FINDINGS AND PARTICIPANTS' FEEDBACK

The analysis of satisfaction survey responses from participants in the MELTED program reveals consistently high levels of satisfaction across multiple dimensions of the course, specifically in content, delivery, evaluation, and support as seen in Table 6 below.

Table 6. Satisfaction Survey Results of the MELTED Participants

Items	*M*	*SD*
Course Content	4.46	0.50
CC1. I understood the objectives of the course	4.71	0.53
CC5. I found the multimedia materials used to be relevant to the course contents	4.61	0.58
CC2. I found the course modules adequate	4.53	0.66
CC3. I found the course modules easy to understand and follow	4.45	0.75
CC6. Examples, illustrations or real-world cases were used effectively to explain things.	4.34	0.75
CC4. I found the multimedia materials (videos) used to be engaging	4.17	0.89
Course Delivery	4.45	0.53
CD1. I was comfortable with the pace of the program.	4.51	0.60
CD2. I did not have problems with course delivery	4.48	0.65
CD3. I was able to relate each of the learning objectives to the learning I achieved	4.47	0.74
CD4. The course met my expectations.	4.37	0.73
Course Evaluation	4.02	0.58
CE4. Quizzes are little tricky	4.41	0.79
CE1. I believe the evaluation criteria and methodology adequately measures my learning	4.38	0.76
CE2. I felt the deadlines were fair	4.04	0.89
CE3. Assignments demand full attention and quite rigorous	3.25	1.06
Course Support	4.28	0.57
CS3. Interacting in the forums helped me to clarify things I did not understand.	4.59	0.61
CS2. I was able to navigate the course site easily	4.54	0.73
CS1. The MOOCs support service was quick	4.46	0.77
Overall Satisfaction	4.53	0.58
OS1. Overall, I have improved the knowledge/skills	4.59	0.61
OS2. Overall, I am satisfied with the quality of this course.	4.54	0.73
OS3. I am encouraged to enrol in another course in future	4.46	0.77
Total	4.36	0.46

Course Content: Participants reported high satisfaction with the course content, as reflected by a mean score of 4.46 (SD = 0.50). Specific areas of content clarity and adequacy were highly rated, particularly in understanding course objectives (M = 4.71, SD = 0.53) and finding multimedia materials relevant (M = 4.61, SD = 0.58). However, engagement with multimedia materials received a slightly lower, albeit positive score (M = 4.17, SD = 0.89), suggesting some potential for improvement in enhancing the interactivity of visual resources.

Course Delivery: The delivery of the program was also well-received, with an overall mean satisfaction score of 4.45 (SD = 0.53). Most participants found the pace of the course comfortable (M = 4.51, SD = 0.60) and reported minimal difficulties with course delivery (M = 4.48, SD = 0.65). The alignment of learning objectives with the perceived learning outcomes was rated positively (M = 4.47, SD = 0.74), indicating that the course met or exceeded participant expectations.

Course Evaluation: Satisfaction with course evaluation showed a slightly lower mean score of 4.02 (SD = 0.58), suggesting this area as a relative area for refinement. Although the evaluation methodology was perceived as adequate (M = 4.38, SD = 0.76), participants found the quizzes challenging (M = 4.41, SD = 0.79) and rated assignment demands the lowest in the survey (M = 3.25, SD = 1.06). These findings imply that while the evaluation process is robust, there may be an opportunity to moderate assignment rigor to balance challenge with participant satisfaction.

Course Support: Support provided throughout the course received high satisfaction scores, with a mean of 4.28 (SD = 0.57). Ease of site navigation (M = 4.54, SD = 0.73) and responsiveness of the support service (M = 4.46, SD = 0.77) were particularly appreciated, highlighting the program's user-friendly interface and effective support systems. Forum interactions were also beneficial (M = 4.59, SD = 0.61), suggesting that peer engagement played a significant role in clarifying learning challenges.

Overall Satisfaction: Participants expressed overall satisfaction with the course, with a high average score of 4.53 (SD = 0.58). They particularly valued the course's impact on skill and knowledge improvement (M = 4.59, SD = 0.61) and the course quality (M = 4.54, SD = 0.73). Additionally, the willingness of participants to enroll in future courses (M = 4.46, SD = 0.77) underscores the program's success in fostering a positive learning experience.

In conclusion, the findings suggest that the MELTED program achieved a high level of participant satisfaction across most dimensions. While course evaluation and assignment difficulty are areas identified for potential enhancement, the program's content, delivery, support, and overall learning experience were highly appreciated by participants.

Besides the results of the survey, participants' comments posted via social platforms also showed high levels of satisfaction. Below are some screenshots taken as samples of these comments.





İrem Özdemir · 1.
Katıldı (Çanakkale Onsekiz Mart Üniversitesi)
1 hafta · Düzenlendi ·

Çanakkale Onsekiz Mart Üniversitesi Sürekli Eğitim Merkezi'nin düzenlediği eğitimlere katılarak MELTED: MOOC for English Language Teacher Education eğitim sertifikasını ve Academic Writing: How to Get your Research Published katılım belgesini almaya hak kazandım. Sayın Doç. Dr. Kursat CESUR 'a bu kaliteli ve faydalı ders içerikleri için teşekkürlerimi sunarım.

By attending the trainings organized by Çanakkale Onsekiz Mart University Continuing Education Center, I was entitled to receive the MELTED: MOOC for English Language Teacher Education certificate and the Academic Writing: How to Get your Research Published certificate. I would like to express my gratitude to Assoc. Prof. Dr. Kürşat Cesur for these high-quality and useful course contents.

#canakkaleonsekizmartuniversitesi

Çeviriyi göster


Eğitim Sertifikası
İrem Özdemir


Katılım Belgesi
İrem Özdemir

3 2 yorum • 1 yeniden yayınlama

Sümeyye Yeşilbaş · 1.
Student at Düzce Üniversitesi
14 dakika · Düzenlendi ·

By attending the trainings organized by Çanakkale Onsekiz Mart Üniversitesi Continuing Education Center, I was entitled to receive the MELTED: MOOC for English Language Teacher Education certificate and the Academic Writing: How to Get your Research Published certificate. I would like to express my gratitude to Assoc. Prof. Dr. Kursat CESUR for these high-quality and useful course contents.

Çeviriyi göster


Çanakkale Onsekiz Mart Üniversitesi
Sürekli Eğitim Merkezi

Eğitim Sertifikası

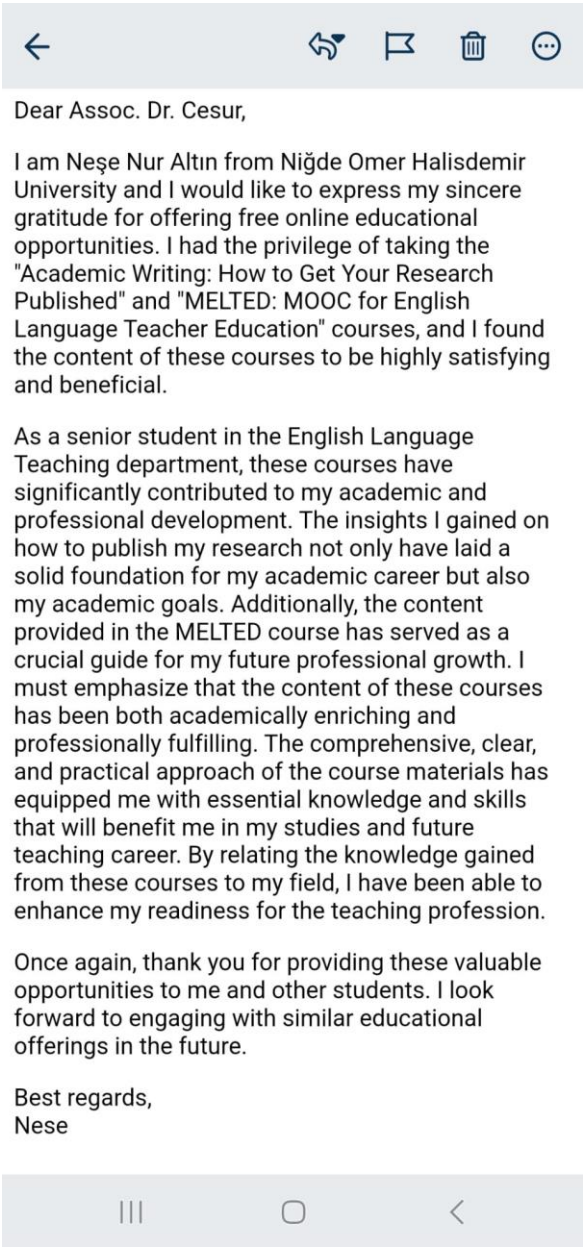
Sümeyye Yeşilbaş

"MELTED: MOOC for English Language Teacher Education"

01.09.2024 tarihinde Çanakkale Onsekiz Mart Üniversitesi Sürekli Eğitim Merkezi koordinatörlüğünde düzenlenen eğitim programını başarıyla tamamlayarak bu belgeyi almaya hak kazanmıştır.

Eğitim Programı	MELTED: MOOC for English Language Teacher Education
Program Numarası	SEM-24-E017
Mezuniyet Tarihi | Notu	01.09.2024 | 88.00/100
Belge Geçerlilik Süresi	Süresiz

Tebrikler Sümeyye Yeşilbaş! Bravo Sümeyye



Dear Assoc. Dr. Cesur,

I am Neşe Nur Altın from Niğde Omer Halisdemir University and I would like to express my sincere gratitude for offering free online educational opportunities. I had the privilege of taking the "Academic Writing: How to Get Your Research Published" and "MELTED: MOOC for English Language Teacher Education" courses, and I found the content of these courses to be highly satisfying and beneficial.

As a senior student in the English Language Teaching department, these courses have significantly contributed to my academic and professional development. The insights I gained on how to publish my research not only have laid a solid foundation for my academic career but also my academic goals. Additionally, the content provided in the MELTED course has served as a crucial guide for my future professional growth. I must emphasize that the content of these courses has been both academically enriching and professionally fulfilling. The comprehensive, clear, and practical approach of the course materials has equipped me with essential knowledge and skills that will benefit me in my studies and future teaching career. By relating the knowledge gained from these courses to my field, I have been able to enhance my readiness for the teaching profession.

Once again, thank you for providing these valuable opportunities to me and other students. I look forward to engaging with similar educational offerings in the future.

Best regards,
Nese

Participant feedback on social platforms reflected high levels of satisfaction with the MELTED program, with comments emphasizing both the program's quality and its impact on their learning experience. Many participants praised the course content, specifically noting its relevance, clarity, and the practical value of multimedia materials and real-world examples used throughout. Additionally, the supportive and responsive course environment received favorable mentions, with participants highlighting how easy navigation and timely support contributed to their overall

satisfaction. Remarks on social media also pointed to the positive influence of peer interactions facilitated by discussion forums, which aided in deepening understanding of complex topics.

Overall, the sentiment expressed on social platforms aligns with the high satisfaction scores found in the survey, reinforcing the program's success in delivering a comprehensive, engaging, and well-supported learning experience.

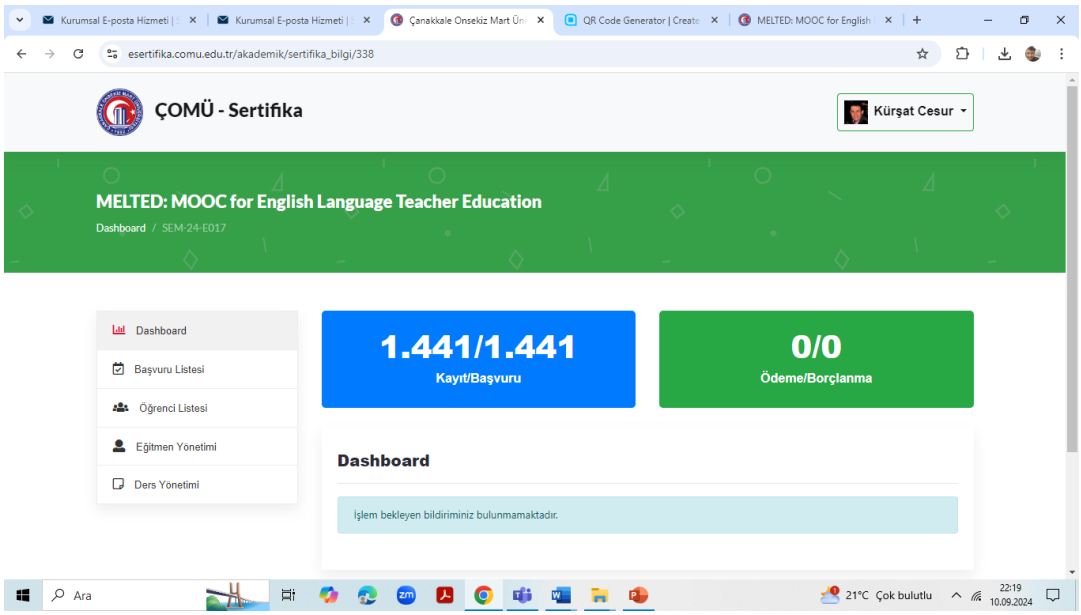
PROJECT MANAGEMENT AND DISSEMINATION OF THE PROJECT

The Ethics Commission Approval was a crucial step in ensuring that the MELTED program adhered to the highest standards of ethical conduct in research and education. Approval was granted following a rigorous review process, which evaluated the program's commitment to participant welfare, data protection, and informed consent. This approval underscores MELTED's alignment with ethical guidelines required for educational studies, particularly within the field of teacher education. This process assured that the rights and confidentiality of participants were safeguarded throughout their engagement with the program, reflecting MELTED's dedication to responsible and transparent research practices. Ethical oversight also reinforced the credibility of MELTED's findings, ensuring that outcomes were derived under conditions of integrity and respect for participant autonomy.(See Appendix A for the Ethical Approval Form).

The project also received Approval from the Continuing Education Center, which formally recognized the MELTED program as an legitimate initiative aimed at improving English language teacher education. This endorsement reflects the Center's support for MELTED's goals and methodologies, highlighting the program's alignment with educational standards and the institution's mission. Through this approval, the Continuing Education Center lent its institutional credibility to the project, further enhancing the perceived value and legitimacy of the MELTED program among stakeholders (See Appendix B for the Permission by Continuing Education Center)

The Student Satisfaction Survey served as a key evaluative tool to gauge participant feedback and overall satisfaction with the MELTED program. Out of 1,441 participants who engaged in this training, 161 completed and submitted the satisfaction survey upon course completion, providing valuable insights into their experiences. The survey covered essential aspects such as content relevance, course delivery, evaluation rigor, and support services. The responses collected serve as an empirical basis for assessing the program's strengths and areas for improvement, thereby

guiding potential refinements. The feedback aligns with the high completion and satisfaction rates, reinforcing MELTED's efficacy in meeting the educational needs of language teachers through an online platform. See the Number of the participants who registered online training: MELTED.



In recognition of MELTED's efforts to make high-quality teacher training accessible, the project was awarded a Certificate of Appreciation by the Rector of Çanakkale Onsekiz Mart University. This formal acknowledgment reflects the commitment of the MELTED team to providing free, accessible online training for English language educators. The letter commended MELTED's innovative approach in addressing the professional development needs of teachers who may otherwise face barriers to accessing such resources. This appreciation highlights MELTED's alignment with broader educational goals of inclusivity and professional empowerment, supporting its impact as a socially responsible initiative (See Appendix C for the Certificate of Appreciation).

Further cementing MELTED's role as a contributor to societal academic development, the project was honored with an Award for Social Contribution from Çanakkale Onsekiz Mart University. This prestigious award recognizes MELTED's impact on the community by fostering skill development and professional growth among language teachers. By providing open access to training resources, MELTED has actively contributed to the professional landscape, promoting the advancement of teaching standards. This award underscores the social relevance and tangible benefits of the project,

establishing MELTED as a model of educational outreach and societal benefit (See Appendix D for the Social Contribution Award).

In an effort to share the project's findings with a global academic audience, the MELTED team also engaged in International Conference Participation. This provided a platform for disseminating project outcomes, engaging with international educators, and fostering discussions on the effectiveness of MOOCs in teacher education. Presenting at conferences has allowed MELTED to contribute to scholarly discourse on digital learning and teacher development, positioning it as a valuable resource in the field of language education. This dissemination effort is an essential aspect of MELTED's strategic objective to share insights, foster collaborations, and inspire similar initiatives globally, thereby extending its impact beyond the original participant cohort (See Appendix E for Certificate of Attendence).



Here are some photos from the conference.







10 beğenme
onsekizmartuni Eğitim 📚

'Mooc For English Language Teacher Education'

İngilizce Öğretmenliği Alan Bilgisi konusunda 16 Videoluk ÜCRETSİZ eğitim.

Başkanlığını Prof. Dr. Dinçay Köksal'in yaptığı ULEAD ve Çanakkale Onsekiz Mart Üniversitesi işbirliği kapsamında geliştirdiğimiz Proje ÇOMÜ SEM bünyesinde.

Video Eğitim sonunda katılımcılar belgelerini sistem ve e-devlet üzerinden alabilirler.

Kayıt için Link:
🔗
https://esertifika.comu.edu.tr/tr/sertifika/melted-mooc-for-english-language-teacher-education-338

Proje Koordinatörü
Doç. Dr. Kürşat CESUR

#ÇOMÜ #Eğitim #EnglishLanguage #HepBirlikteDahaİleri
🎯

QR Code of the Training was also shared with many people to make the course accessible to its participants.

The platform was also advertised by ÇOMU Continuing Education Centre as well as other stakeholder institutions' website and social media.

This training is the product of a National Project which is supported by "**International Association of Educational Researchers**" **(ULEAD)**. Therefore, in the scope of the **cooperation protocol** between ULEAD and Çanakkale Onsekiz Mart University (See Appendix F for the Cooperation Protocol), this training was **FREE for all participants.**

Each of these elements—ethics approval, student feedback, institutional endorsement, formal recognitions, and international dissemination—demonstrates MELTED's dedication to rigorous project management, educational innovation, and societal contribution.

Budget Management:

The Budget Planning for the MELTED project was meticulously structured to support its goals in an efficient and sustainable manner, ensuring that all necessary resources were allocated for optimal implementation and dissemination. Key expenses included costs associated with presenting MELTED's findings to the global academic community, such as conference fees, travel, and accommodation. These expenses were essential for the successful participation of team members in international conferences, facilitating the dissemination of project results and fostering collaborative networking opportunities.

Additionally, technology expenses were a significant component of the budget, particularly with the use of specialized applications to incorporate AI-generated audio, which enhanced the accessibility and engagement of the online course content. The integration of AI-supported tools also necessitated expenses in software maintenance and occasional technical support to ensure smooth operation throughout the program duration (See Appendix H for Sound Recording Expenses).

The conference fee and accommodation expenses were integral to MELTED's dissemination strategy, enabling team members to share the project's outcomes with the international academic community. The conference fee (See Appendix I for the Conference Fee) covered essential participation rights, including access to presentation sessions, workshops, and networking events that facilitated knowledge exchange with other professionals in the field of language education. This investment was crucial in ensuring that MELTED's findings reached a broad audience, fostering discussions around the benefits and challenges of MOOCs in teacher training and positioning MELTED as a model for similar educational initiatives.

Accommodation expense (See Appendix J for Accommodation Expense), meanwhile, were necessary to support the team's stay during the multi-day event, ensuring their availability for key presentations, panel discussions, and informal networking opportunities. By covering these costs, the project ensured the coordinator of the project could fully participate in the conference and engage with international colleagues, which in turn enriched the project's insights through exposure to new perspectives and potential collaborations. Collectively, these expenses underscored MELTED's commitment to contributing to the global discourse on digital education and establishing a presence in academic and professional circles.

The travel expense (See Appendix K for Travel Expense) for MELTED project coordinator, specifically for air travel, represented a necessary investment in the project's dissemination efforts. These expenses allowed project representative to attend an international conference where he could present MELTED's findings, methods, and impacts to a diverse audience. Air travel enabled him to participate in this high-impact event, overcoming geographical barriers and allowing him to engage directly with educators, researchers, and practitioners from various parts of the world. This personal presence was essential for fostering valuable face-to-face interactions that enhanced the project's visibility and credibility within the academic community.

Administrative costs, including fees for project management, reporting, and compliance with institutional guidelines, were also necessary to ensure that all aspects of the project aligned with institutional and funding body requirements. Additionally, minor costs such as supplies and printing for the development and coordination of course materials contributed to the seamless execution of project activities.

Table 7. Budget Management

Expenses	*Cost (Turkish Lira)*
Sound Recording	150 TL
Conference Fee	3500 TL
Accommodation	1500 TL
Travel	3309 TL
Administrative Costs	6541 TL
Total	15.000 TL

Through careful budget allocation and strategic planning, these diverse expenses were managed effectively to support MELTED's mission of delivering high-quality, accessible teacher training. This budget planning process underscores the project's commitment to transparency, resource efficiency, and quality in every aspect of its implementation.

CONCLUSION AND IMPLICATIONS

The MELTED project successfully met its objectives of providing accessible, high-quality training for English language teachers through an innovative online format. Participant satisfaction levels were notably high, particularly regarding the clarity of course objectives, relevance of multimedia resources, and support systems available throughout the course. The positive reception of

MELTED's course content and delivery affirms its effectiveness as a scalable model for teacher education that meets both pedagogical standards and learner expectations. The high satisfaction rates among the 161 participants who completed the final survey reflect not only the quality of the content but also the thoughtful design and responsive support integral to the program's success. This feedback underscores the value of MELTED's approach to online professional development and suggests a strong foundation for future educational initiatives of similar scope.

From a project management perspective, MELTED demonstrated efficient organization and alignment with institutional and ethical standards, including approvals from the Ethics Commission and the Continuing Education Center. These endorsements strengthened MELTED's credibility, ensuring that ethical considerations were rigorously upheld in all stages of the project. The project also effectively managed its budget, prioritizing expenses essential to content delivery, participant engagement, and dissemination activities. Investments in conference attendance, travel, accommodation, and technical tools for course enhancement were crucial in promoting MELTED's findings to a broader academic community and ensuring a high-quality learning experience.

The implications of MELTED's outcomes are far-reaching, especially in the context of online education for teacher development. The project serves as an exemplary case of how MOOCs can be effectively utilized in professional training for educators, meeting diverse needs across different geographic and professional backgrounds. MELTED's success highlights the potential for digital platforms to democratize access to quality education, particularly when supported by robust project management and strategic resource allocation. Moreover, the recognition received—such as the social contribution award from Çanakkale Onsekiz Mart University and appreciation letters—demonstrates that initiatives like MELTED can make significant societal contributions by addressing professional gaps in resource-limited contexts.

Looking ahead, MELTED's achievements provide a blueprint for similar projects aiming to deliver impactful, accessible teacher education. The project's findings will be invaluable for institutions planning to integrate MOOCs into their professional development offerings, informing best practices in course design, ethical considerations, and participant support. Additionally, MELTED's model suggests promising directions for future research, particularly regarding the long-term impacts of MOOC-based training on teacher effectiveness and student outcomes. As MELTED

continues to share its insights at international conferences and through publications, it has the potential to influence policy and practice within the global landscape of digital education and professional training.

Finally, the MELTED training program is hosted and publicly accessible on the **International Association of Educational Researchers (ULEAD)** website, making it readily available to a global audience of educators, researchers, and policymakers. This online access ensures that educators worldwide can benefit from the high-quality resources and innovative approaches developed through the MELTED initiative. By collaborating with ULEAD, MELTED extends its reach beyond initial participants, contributing to the broader educational community and supporting the professional growth of English language teachers internationally. The program's availability on the ULEAD website also facilitates continuous engagement and dissemination, reinforcing MELTED's commitment to educational accessibility and the advancement of teaching practices globally.

For those interested, the full training program can be accessed directly via the following official websites, where it is cataloged among other valuable educational resources.

https://www.ulead.org.tr/index/sayfa/1906/ulusal-projeler

https://esertifika.comu.edu.tr/tr/sertifika/melted-mooc-for-english-language-teacher-education-338

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Appendix A

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma ve Yayın Etiği

Sayı : E-84026528-050.99-2400099075 15.04.2024
Konu : Başvuru İncelenmesi

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2024-YÖNP-0290 nolu projeniz ile ilgili Bilimsel Araştırma ve Yayın Etiği Komisyonu'nun almış olduğu 04.04.2024 tarih ve 05/22 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 22- Sorumlu yürütücülüğünü **Doç. Dr. Kürşat CESUR**'un yaptığı "MELTED: MOOC for English Language Teacher Education" başlıklı araştırmanın, ilgili **taahhüt edilen izinlerin alınması** ve Yayın Etiği Komisyonuna sunulması koşulu ile Etik Komisyon ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

Doç. Dr. Derya GİRGİN
Kurul Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Belge Doğrulama Kodu: HTHM3F7 Belge Takip Adresi: dogrulama.comu.edu.tr

Adres: Onsekiz Mart Üniversitesi Terzioğlu Yerleşkesi Çanakkale
Bilgi için : Emine Ateş
Fen Bilimleri Enstitüsü Etik Kurulu Memur
Telefon No: (0 286) 2180018
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İnternet Adresi: https://www.comu.edu.tr
Kep Adresi: comu@hs01.kep.tr
Telefon No: (0 286) 2180018 - 1040
Direkt Hat:

APPENDIX B

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sürekli Eğitim Merkezi

TOPLANTI TARİHİ : 28.03.2024
TOPLANTI SAYISI : 2024/7

Sürekli Eğitim Merkezi Yönetim Kurulu Merkez Müdür Öğr. Gör. Dr. İsmail SATMAZ başkanlığında 28/03/2024 tarihinde saat 11:00'da toplanmış, toplantıda aşağıdaki kararlar alınmıştır.

KARAR 01: INASED-ÇOMÜ İşbirliği Protokolü kapsamında; 28.03.2024 tarihinde **Doç.Dr. Kürşat CESUR** koordinatörlüğünde **ücretsiz** olarak **Academic Writing : How To Get Your Research Published Eğitim Programı** açılmasına oybirliği ile karar verildi.

Görevi	**Öğretim Elemanı**	**Kurumu**
Program Koordinatörü	Doç.Dr. Kürşat CESUR	Çanakkale Onsekiz Mart Üniversitesi

KARAR 02: ULEAD-ÇOMÜ İşbirliği Protokolü kapsamında; 20.05.2024 tarihinde **Doç.Dr. Kürşat CESUR** koordinatörlüğünde **ücretsiz** olarak **Melted : Mooc For English Language Teacher Education Eğitim Programı** açılmasına oybirliği ile karar verildi.

Görevi	**Öğretim Elemanı**	**Kurumu**
Program Koordinatörü	Doç.Dr. Kürşat CESUR	Çanakkale Onsekiz Mart Üniversitesi

KARAR 03: 11.05.2024 - 12.05.2024 tarihleri arasında **Öğr.Gör.Dr. Elvan DENİZ** koordinatörlüğünde uzaktan eğitim ile **AKINSOFT Wolvox ERP I + AKINSOFT Wolvox ERP II Kursu Sertifika Programı** açılmasına oybirliği ile karar verildi.

Görevi	**Öğretim Elemanı**	**Kurumu**
Program Koordinatörü	Öğr.Gör.Dr. Elvan DENİZ	Çanakkale Onsekiz Mart Üniversitesi

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APPENDIX C

TEŞEKKÜR BELGESİ

Belge sahibi

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Çanakkale Onsekiz Mart Üniversitesi Sürekli Eğitim Merkezi bünyesinde düzenlenen sertifika programlarına yapmış olduğunuz katkılardan dolayı teşekkür ederiz.

PROF. DR. SEDAT MURAT
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APPENDIX D

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

2023 YILI ÇOMÜ EN'LERİ ÖDÜLLERİ
TOPLUMSAL KATKI ÖDÜLLERİ
TOPLUMSAL KATKI ÖDÜLÜ

Teşekkür Belgesi

Sayın *Doç. Dr. Kürşat Cesur*

2023 Yılında üniversitemiz adına gerçekleştirdiğiniz toplumsal katkı ve sosyal sorumluluk faaliyetleri nedeniyle Toplumsal Katkı Ödülleri Alt Komisyonu önerisi ve Üniversite Yönetim Kurulumuzun 15.03.2024 tarih ve 06/01 nolu kararı ile **"Toplumsal Katkı Ödülü"**ne layık görüldünüz.
Tebrik eder, başarılarınızın devamını dilerim.

Prof. Dr. R. Cüneyt ERENOĞLU
Rektör

Verildiği tarih: 20.03.2024

ü

APPENDIX E

ANKARA HACI BAYRAM VELİ ÜNİVERSİTESİ

ULEAD

ICRE ELT-ICRAL 2024

ULEAD 2024 ANNUAL CONGRESS

18TH INTERNATIONAL CONGRESS OF RESEARCH IN EDUCATION
8TH INTERNATIONAL CONFERENCE ON RESEARCH IN APPLIED LINGUISTICS
13TH INTERNATIONAL ELT RESEARCH CONFERENCE

Ankara Hacı Bayram Veli University, School of Foreign Languages
27-28 SEPTEMBER 2024

CERTIFICATE OF ATTENDANCE

This certificate is presented to

Kürşat Cesur

for attending the ICRE - ELT - ICRAL 2024 and making an oral presentation entitled

İngilizce Öğretmen Eğitimi için Kitlesel Açık Çevrimiçi Kurs

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Navigating the Future of Language Education

ABSTRACT BOOK

Editors
Prof. Dr. Dinçay KÖKSAL
Assoc. Prof. Dr. Aydan IRGATOĞLU
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September 2024

Ankara Hacı Bayram Veli Üniversitesi'nde düzenlenen ICRE-ICRAL-ELT 2024 ULEAD Kongresi'nde Türkiye dışından 24 farklı ülkeden katılımcı olmuştur (İran, Avustralya, Amerika Birleşik Devletleri, Birleşik Arap Emirlikleri, Filistin, Kosova, Romanya, Kanada, Kuzey Kıbrıs Türk Cumhuriyeti, Kazakistan, Azerbaycan, Hindistan, Kırgızistan, Nijerya, Malezya, Suriye, Gürcistan, Cezayir, Lübnan, Etiyopya, Malta, Hollanda, Özbekistan, Bangladeş). Kongrede en az iki hakem tarafından değerlendirilen 159 tebliğ sunulmuştur. Kongredeki tebliğlerin %52,20'si Türkiye dışından 24 farklı ülkeden katılan katılımcılar tarafından sunulmuştur.

The ICRE-ICRAL-ELT 2024 ULEAD Congress held at Ankara Haci Bayram Veli University had participants from 24 different countries outside of Türkiye (Iran, Australia, United States of America, United Arab Emirates, Palestine, Kosovo, Romania, Canada, Turkish Republic of Northern Cyprus, Kazakhstan, Azerbaijan, India, Kyrgyzstan, Nigeria, Malaysia, Syria, Georgia, Algeria, Lebanon, Ethiopia, Malta, Netherlands, Uzbekistan, Bangladesh). 159 papers that were reviewed by at least two referees were presented at the congress. 52.20% of the papers at the congress were presented by participants from 24 different countries outside of Türkiye.



Bu kitabın basım, yayın, satış hakları Uluslararası Eğitim Araştırmacıları Derneği'ne aittir. Anılan kuruluşun izni alınmadan kitabın tümü ya da bölümleri mekanik, elektronik, fotokopi, manyetik ya da başka yöntemlerle çoğaltılamaz, basılamaz, dağıtılamaz.

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MELTED: MOOC FOR ENGLISH LANGUAGE TEACHER EDUCATION

Kürşat Cesur

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Abstract

Within the landscape of English Language Teaching (ELT), characterized by continual changes in language learning methods, technological innovations, and the diverse needs of learners, this research project aims to identify language education, with a particular emphasis on examining the design of the curriculum to ensure its placement with language proficiency standards and the evolving linguistic demands of a globalized world. Additionally, the project seeks to conduct an in-depth examination of instructional methodologies practiced within the ELT department. This encompasses a critical analysis of the effectiveness of existing teaching approaches and an exploration of innovative strategies. Additionally, the study aims to investigate the integration of technology into language instruction, acknowledging its transformative potential in fostering student engagement and facilitating personalized learning experiences. According to these aspects; a MOOC including 16 lessons was developed including following topics: Introduction; Methods Era; Current Communicative Approaches, Post-Method Era, CEFR, Technology in ELT; Language Acquisition; Teaching Language Skills; Factors Affecting Language Learning; Teaching English to Young Learners; Classroom Management; Material Development / Adaptation / Evaluation; Testing in ELT; Linguistics; Phonetics and Phonology; Morphology; Grammar and Syntax; Semantics; Sociolinguistics; Pragmatics and Discourse Analysis. The study follows quantitative research methodology. At the end of the MOOC, participants were asked to fill in the satisfaction survey. Descriptive statistics were used to measure participants' satisfaction levels. Participants showed high level of satisfaction, and it can be concluded that MOOC may contribute to English Language Teacher Education in many aspects.

Keywords: English Language Teacher Education; MOOC, Satisfaction Levels

İNGİLİZCE ÖĞRETMEN EĞİTİMİ İÇİN KİTLESEL AÇIK ÇEVRİMİÇİ KURS

Özet

İngiliz Dil Eğitimi alanında, dil öğrenme yöntemlerindeki sürekli değişimler, teknolojik yenilikler ve öğrenenlerin çeşitli ihtiyaçları ile oluşturulan bu araştırma projesi, özellikle dil eğitiminin müfredat tasarımını incelemeye odaklanarak dil yeterlilik standartları ve küreselleşen dünyanın değişen dilsel talepleriyle uyumlu olmasını sağlamayı amaçlamaktadır. Ayrıca, proje, İngiliz Dili Eğitimi bölümünde uygulanan öğretim yöntemlerini derinlemesine

incelemeyi amaçlamaktadır. Bu, mevcut öğretim yaklaşımlarının etkinliğinin eleştirel bir analizini ve yenilikçi stratejilerin araştırılmasını kapsamaktadır. Ek olarak, çalışma, teknolojinin dil öğretimine entegrasyonunu araştırmayı hedeflemekte olup, bunun öğrenci katılımını artırmada ve kişiselleştirilmiş öğrenme deneyimlerini kolaylaştırmada dönüştürücü potansiyelini kabul etmektedir. Bu açılardan; 16 dersten oluşan bir Kitlesel Açık Çevrimiçi Kurs geliştirilmiştir ve şu konuları içermektedir: Giriş; Yöntemler Dönemi; Güncel İletişimsel Yaklaşımlar; Yöntem Sonrası Dönem; CEFR; İngiliz Dili Eğitiminde Teknoloji; Dil Edinimi; Dil Becerileri Öğretimi; Dil Öğrenimini Etkileyen Faktörler; Küçük Yaş Gruplarına İngilizce Öğretimi; Sınıf Yönetimi; Materyal Geliştirme / Uyarlama / Değerlendirme; İngiliz Dili Eğitiminde Test Hazırlama; Dilbilim; Fonetik ve Fonoloji; Morfoloji; Dilbilgisi ve Sözdizimi; Anlambilim; Sosyodilbilim; Pragmatik ve Söylem Analizi. Çalışma, nicel araştırma metodolojisini takip etmektedir. Kitlesel Açık Çevrimiçi Kursun sonunda katılımcılardan bir memnuniyet anketi doldurmaları istenmiştir. Tanımlayıcı istatistikler, katılımcıların memnuniyet düzeylerini ölçmek için kullanılmıştır. Katılımcılar yüksek düzeyde memnuniyet göstermiş ve Kitlesel Açık Çevrimiçi Kursun birçok açıdan İngilizce Öğretmen Eğitimine katkı sağlayabileceği sonucuna varılabilir.

Anahtar Kelimeler: İngilizce Öğretmen Eğitimi, Kitlesel Açık Çevrimiçi Kurs, Memnuniyet Düzeyleri.

APPENDIX F

International Association of Educational Researchers

T.C.

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

İLE

ULUSLARARASI EĞİTİM ARAŞTIRMACILARI DERNEĞİ

İŞ BİRLİĞİ PROTOKOLÜ

Çanakkale, Türkiye

T.C.

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ İLE

ULUSLARARASI EĞİTİM ARAŞTIRMACILARI DERNEĞİ

İŞ BİRLİĞİ PROTOKOLÜ

Taraflar

Madde 1- Bu Protokol'ün tarafları; Çanakkale Onsekiz Mart Üniversitesi ile Uluslararası Eğitim Araştırmacıları Derneği (ULEAD)'dir. Tarafların her türlü tebligat ve haberleşme adresleri aşağıdaki gibidir.

a) Çanakkale Onsekiz Mart Üniversitesi
Adres: Barbaros Mahallesi, Çanakkale Onsekiz Mart Üniversitesi, Terzioğlu Kampüsü, Rektörlük Binası, 17100 Merkez / Çanakkale
Telefon: (0286) 218 00 18
İletişim: https://kampus724.comu.edu.tr/index

b) Uluslararası Eğitim Araştırmacıları Derneği (ULEAD)
Adres: Atatürk Bulvarı 169/19 Kavaklıdere / ANKARA
E-posta: ulead2014@ulead.org.tr

Tanımlar

Madde 2- Bu Protokol'de geçen;

a) Üniversite: Çanakkale Onsekiz Mart Üniversitesini

b) Dernek: Uluslararası Eğitim Araştırmacıları Derneğini (**ULEAD**) ifade eder.

Amaç

Madde 3- Bu Protokol'ün amacı, Üniversitenin vizyon ve misyonuna uygun olarak (Eğitim - Araştırma - Topluma Katkı) Üniversite - sivil toplum iş birliğinin gelişimine katkı sağlamak ve ortak çalışmalar yürütmektir.

Kapsam

Madde 4- Bu Protokol, yukarıda açık isimleri verilen Dernek ile Üniversite arasında ortaklaşa gerçekleştirilecek çalışmaların işleyişini kapsar. Sosyal faydası ve toplumsal duyarlılığı yüksek, sosyal girişimciliği önceleyen, akademisyenlerin ve eğitmenlerin gelişimine katkı sağlayacak projelerin ortak hazırlanması ve bu projeler kapsamında gerekli

olan eğitim, eğitim ortamları ve deneyimlerin paylaşılması gibi faaliyetlerin ortak yapılmasını kapsar.

Protokol Kapsamında Yapılacak İşler

Madde 5- İşbu Protokol kapsamında taraflar aşağıdaki faaliyetleri gerçekleştirirler:

a) Sosyal sorumluluk ve toplumsal duyarlılığı yüksek projelerin hazırlanması, sunulması ve uygulanmasında Üniversite ve Dernek iş birliği yapacaktır.

b) Üniversite öğrencileri, Derneğin yürüttüğü projelerde görev almak istemeleri durumunda öncelikli olarak kabul edilecektir.

c) Ortak proje ve faaliyet önerilerinin içeriğinde Üniversite öğrenci, mezun ve akademisyenlerinin kariyer, kişisel ve mesleki gelişimlerine katkı sağlayacak ücretsiz sertifikalı eğitim programlarının düzenlenmesi yer alacaktır.

d) Konferans, kongre, sempozyum gibi etkinliklerde Üniversite ve Dernek iş birliği yapacaktır.

Protokolün Süresi

Madde 6- Bu Protokol imzalandığı tarihten itibaren üç (3) yıl süreyle geçerlidir. Protokol süresi sonunda tarafların yazılı mutabakatı ile belirlenecek süre kadar uzatılır.

Gizli Bilgi ve Patent Haklarının Korunması

Madde 7- Taraflar Protokol çerçevesinde gerçekleştirilecek tüm faaliyetler sırasında yapılan çalışmalarla ilgili tüm bilgi ve belgeleri izinsiz kullanmayacaklarını kabul ve beyan ederler. Söz konusu koruma kapsamında tüm sosyal faaliyetler, projeler, araştırma-geliştirme konularında çalışma aşamasında yer almış dernek üyeleri, Üniversite öğrenci ve öğretim elemanları hiçbir bilgiyi ifşa etmeyeceğini, sır niteliği taşıyan bilgileri üçüncü şahıslarla paylaşmayacağını onam metni ile yazılı olarak kabul ve beyan eder. Bu yükümlülük, Protokol yürürlükten kalktığında da geçerlidir.

Uyuşmazlıkların Çözümü

Madde 8- Protokol'de hüküm altına alınmayan hususlar ve ilgili mevzuatta bulunmayan hükümler, taraflar arasında iyi niyet ve karşılıklı anlayış çerçevesinde çözümlenir. Bu mümkün olmadığı takdirde mercii olarak Çanakkale mahkemeleri ve icra daireleri yetkilidir.

Protokolde Değişiklik ve İlaveler

Madde 9- Protokol'ün yürürlükte olduğu süre içerisinde lüzum görülmesi halinde, tarafların karşılıklı olarak anlaşması kaydıyla ve esaslar aynı kalmak üzere değişiklikler ve ilaveler yapılabilir. Bu değişiklikler ve/veya ilaveler taraflarca imzalandığı tarih itibari ile geçerli olur.

Diğer Hükümler

Madde 10- Diğer hükümler aşağıda belirtilmiştir:

a) Bu Protokol'e göre yapılacak çalışmalarda Protokol'de belirtilen hususlar dışındaki konularda, ilgili mevzuat hükümlerine göre işlem yapılır.

b) İş birliği tarafı, Protokol'de yer alan yükümlülüklerini ve yetkilerini hiçbir ad altında başka bir gerçek ya da tüzel kişiye devredemez.

c) Protokol kapsamında yürütülen faaliyetlerle ilgili her türlü iş ve işlemlerin mevzuata göre yürütülmesi ve denetlenmesinden karşılıklı olarak taraflar sorumludur.

Protokolün Feshi

Madde 11-

a) Mücbir sebep hallerinde, düzenlenen kapsamın gerçekleştirilebilmesi için tarafların mutabakatı ile ek süre verilebilir veya Protokol, taraflarca feshedilebilir.

b) Taraflar Protokol yapıldıktan sonra mücbir sebep halleri dışında, herhangi bir neden ile taahhütlerini yerine getiremeyeceklerini gerekçeleri ile birlikte diğer tarafa 15 gün öncesinden yazılı olarak bildirmek kaydı ile Protokol'ü tek taraflı feshetme yetkisine sahiptir.

Yürütme ve Yürürlük

Madde 12- Protokol, imzalandığı tarihten itibaren yürürlüğe girer. Bu Protokol hükümlerini; iş birliği tarafları müştereken yürütür, Protokol dört (4) sayfa, on iki (12) maddeden ibaret olup, Üniversite ve Dernek (ULEAD) tarafından tam olarak okunup anlaşıldıktan sonra tarafların yetkililerince iki (2) nüsha olarak 29 / 02 /2024 tarihinde imzalanmıştır.

Uluslararası Eğitim Araştırmacıları Derneği	Çanakkale Onsekiz Mart Üniversitesi
Prof. Dr. Dinçay KÖKSAL	Prof. Dr. Ramazan Cüneyt ERENOĞLU
Başkan	Rektör

APPENDIX G

The MOOC Student Satisfaction Survey

Dear participant,

You are expected to answer the MOOC Student Satisfaction Survey within the scope of a research study, entitled "MELTED: MOOC for English Language Teacher Education".

By answering the questionnaire, you accept that you want to participate in the study. If so, please select the most suitable answer for each item on a scale of 1 to 5 (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5).

Thank you kindly,
Assoc. Prof. Dr. Kürşat Cesur, ÇOMU. (Contact: kursatcesur@comu.edu.tr)

	SD	D	N	A	SA
Course Content - CC					
1. I understood the objectives of the course	1	2	3	4	5
2. I found the course modules adequate	1	2	3	4	5
3. I found the course modules easy to understand and follow	1	2	3	4	5
4. I found the multimedia materials (videos) used to be engaging	1	2	3	4	5
5. I found the multimedia materials used to be relevant to the course contents	1	2	3	4	5
6. Examples, illustrations or real-world cases were used effectively to explain things.	1	2	3	4	5
Course Delivery - CD	1	2	3	4	5
7. I was comfortable with the pace of the program.	1	2	3	4	5
8. I did not have problems with course delivery	1	2	3	4	5
9. I was able to relate each of the learning objectives to the learning I achieved	1	2	3	4	5
10. The course met my expectations.	1	2	3	4	5
Course Evaluation - CE					
11. I believe the evaluation criteria and methodology adequately measures my learning	1	2	3	4	5
12. I felt the deadlines were fair	1	2	3	4	5
13. Assignments demand full attention and quite rigorous	1	2	3	4	5
14. Quizzes are little tricky	1	2	3	4	5
Course Support - CS					
15. I was able to navigate the course site easily	1	2	3	4	5
16. The MOOCs support service was quick	1	2	3	4	5
17. Interacting in the forums helped me to clarify things I did not understand.	1	2	3	4	5
Overall Satisfaction - OS					
18. Overall, I am satisfied with the quality of this course.	1	2	3	4	5
19. Overall, I have improved the knowledge/skills	1	2	3	4	5
20. I am encouraged to enroll in another course in future	1	2	3	4	5

APPENDIX G



Ziraat Bankası

APPENDIX H

HESAPTAN FAST

ŞUBE KODU/ADI	:	2294/18 MART ÜNİVERSİTESİ/ ÇANAKKALE ŞUBESİ
IBAN	:	TR56 0001 0022 9411 6320 7150 07
HESAP NUMARASI	:	2294/11632071-5007
VERGİ DAİRESİ	:	
VERGİ KİMLİK NO	:	10843989912
İŞLEM TARİHİ	:	29/04/2024-12:40:37 - F43411
VALÖR	:	29.04.2024
İŞLEM YERİ	:	ZİRAAT MOBİL

SAYIN
KÜRŞAT CESUR

18 MART ÜNV. ÇANAKKALE

Melted payment for recording
Fast Mesaj Kodu : A01 Fast Sorgu No : 2752127907
Gönderen : KÜRŞAT CESUR
Alan Banka : 0015 - Türkiye Vakıflar Bankası T.A.O.
Alıcı Hesap : TR400001500158007290153435 Alıcı : Durdiye Çetin
İşlem Tutarı : 50,00 TRY
Komisyon : 0,00 TRY BSMV : 0,00 TRY Mesaj Ücreti : 0,00 TRY
Toplam Masraf : 0,00 TRY
50,00 TRY tutarında Fast işleminin yapılmasını, Bu işlem için tarafıma bildirilen 0,00 TRY masraf alınmasını talep ederim.

Hesabınızdan 50,00 TL (Yalnız ELLİTL) Çekilmiştir.
30/04/2024-14:43:16 EFTTGIDD INTERNET INTERNET

Saygılarımızla
T.C. ZİRAAT BANKASI A.Ş.
İNTERNET ŞUBESİ

Taraflar arasında tüm uyuşmazlıklarda, Banka'nın defter kayıtları ve belgeleri,müstenitli olsun olmasın, kesin ve aksi ileri sürülemez delil niteliğindedir.
Merkez: Finanskent Mahallesi Finans Caddesi No:44A Ümraniye/İstanbul Ticaret Sicil No:475225-5 www.ziraatbank.com.tr

Ziraat Bankası

APPENDIX H

Hesaptan Hesaba Havale

ŞUBE KODU/ADI	:	2294/18 MART ÜNİVERSİTESİ/ ÇANAKKALE ŞUBESİ
IBAN	:	TR56 0001 0022 9411 6320 7150 07
HESAP NUMARASI	:	2294/11632071-5007
VERGİ DAİRESİ	:	
VERGİ KİMLİK NO	:	10843989912
İŞLEM TARİHİ	:	29/04/2024-11:46:53 - F41944
VALÖR	:	29.04.2024
İŞLEM YERİ	:	ZİRAAT MOBİL

SAYIN
KÜRŞAT CESUR

18 MART ÜNV. ÇANAKKALE

Açıklama : Melted recording payment 2024
Alacaklı Şube : 217-ORDU ŞUBESİ
Alacaklı Hesap : 82780326 5001
Alacaklı IBAN : TR84 0001 0002 1782 7803 2650 01
Alacaklı Adı Soyadı : BÜŞRA TİRYAKİ
Alacaklı Vergi No :
Komisyon : 0,00 TRY
Havale Tutarı : 100,00 TRY

Hesabınızdan 100,00 TL (Yalnız YÜZTL) Çekilmiştir.
30/04/2024-14:43:41 INTTHVLG MOBIL

Saygılarımızla
T.C. ZİRAAT BANKASI A.Ş.
İNTERNET ŞUBESİ

Taraflar arasında tüm uyuşmazlıklarda, Banka'nın defter kayıtları ve belgeleri,müstenitli olsun olmasın, kesin ve aksi ileri sürülemez delil niteliğindedir.
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HESAPTAN FAST

APPENDIX I

ŞUBE KODU/ADI	:	2294/18 MART ÜNİVERSİTESİ/ ÇANAKKALE ŞUBESİ
IBAN	:	TR56 0001 0022 9411 6320 7150 07
HESAP NUMARASI	:	2294/11632071-5007
VERGİ DAİRESİ	:	
VERGİ KİMLİK NO	:	10843989912
İŞLEM TARİHİ	:	28/08/2024-17:31:08 - F08822
VALÖR	:	28.08.2024
İŞLEM YERİ	:	ZİRAAT MOBİL

SAYIN
KÜRŞAT CESUR

18 MART ÜNV. ÇANAKKALE

KÜRŞAT CESUR ULEAD Conference Fee for 2 Presentations Face to Face
Fast Mesaj Kodu : A01 Fast Sorgu No : 3268777598
Gönderen : KÜRŞAT CESUR
Alan Banka : 0111 - QNB Finansbank A.Ş.
Alıcı Hesap : TR05 0011 1000 0000 0016 1454 86 Alıcı : TAYFUN TAŞBİLEK
İşlem Tutarı : 2.000,00 TRY
Komisyon : 0,00 TRY BSMV : 0,00 TRY Mesaj Ücreti : 0,00 TRY
Toplam Masraf : 0,00 TRY
2.000,00 TRY tutarında Fast işleminin yapılmasını, Bu işlem için tarafıma bildirilen 0,00 TRY masraf alınmasını talep ederim.

Hesabınızdan 2.000,00 TL (Yalnız İKİBİNTL) Çekilmiştir.
28/08/2024-17:31:10 EFTTGIDD INTERNET INTERNET

Saygılarımızla
T.C. ZİRAAT BANKASI A.Ş.
İNTERNET ŞUBESİ

Taraflar arasında tüm uyuşmazlıklarda, Banka'nın defter kayıtları ve belgeleri,müstenitli olsun olmasın, kesin ve aksi ileri sürülemez delil niteliğindedir.
Merkez: Finanskent Mahallesi Finans Caddesi No:44A Ümraniye/İstanbul Ticaret Sicil No:475225-5 www.ziraatbank.com.tr

Ziraat Bankası

HESAPTAN FAST

APPENDIX I

ŞUBE KODU/ADI	:	2313/RECEP TAYYİP ERDOĞAN ÜNİVERSİTESİ/RİZE ŞUBESİ
IBAN	:	TR49 0001 0023 1344 8538 0150 02
HESAP NUMARASI	:	2313/44853801-5002
VERGİ DAİRESİ	:	
VERGİ KİMLİK NO	:	20789142654
İŞLEM TARİHİ	:	28/08/2024-15:42:36 - F03064
VALÖR	:	28.08.2024
İŞLEM YERİ	:	ZİRAAT MOBİL

SAYIN
MUSTAFA KEMAL ŞEN

SERVİ MAH. HAFIZ MURAT CAD. NO: 19/1 / 8
KÜTAHYA

MUSTAFA KEMAL ŞEN - ULEAD 2024 Konferans Katılım Ücreti
Fast Mesaj Kodu : A01 Fast Sorgu No : 3268396277
Gönderen : MUSTAFA KEMAL ŞEN
Alan Banka : 0111 - QNB Finansbank A.Ş.
Alıcı Hesap : TR05 0011 1000 0000 0016 1454 86 Alıcı : Tayfun Taşbilek
İşlem Tutarı : 1.500,00 TRY
Komisyon : 3,97 TRY BSMV : 0,20 TRY Mesaj Ücreti : 0,26 TRY
Toplam Masraf : 4,43 TRY
1.500,00 TRY tutarında Fast işleminin yapılmasını, Bu işlem için tarafıma bildirilen 4,43 TRY masraf alınmasını talep ederim.

Hesabınızdan 1.504,43 TL (Yalnız BİNBEŞYÜZDÖRTTLKIRKÜÇKR) Çekilmiştir.
28/08/2024-15:42:42 EFTTGIDD INTERNET INTERNET

Saygılarımızla
T.C. ZİRAAT BANKASI A.Ş.
İNTERNET ŞUBESİ

Taraflar arasında tüm uyuşmazlıklarda, Banka'nın defter kayıtları ve belgeleri,müstenitli olsun olmasın, kesin ve aksi ileri sürülemez delil niteliğindedir.
Merkez: Finanskent Mahallesi Finans Caddesi No:44A Ümraniye/İstanbul Ticaret Sicil No:475225-5 www.ziraatbank.com.tr

APPENDIX J

AGATE KONAKLAMA HİZMETLERİ TURİZM VE TİCARET ANONİM ŞİRKETİ
EMNİYET MAH.SİLAHTAR CADDESİ NO:32/1
No:-
06000 YENİ MAHALLE / ANKARA / Türkiye
Tel: 3122213160 Fax: 3122213170
Web Sitesi: agatehotel.com.tr
E-Posta: info@agatehotel.com.tr
Vergi Dairesi: MALTEPE
VKN: 0091732474

e-Arşiv Fatura

SAYIN
TCKN: KÜRŞAT ESER
No: /
TCKN: 10843989912

AGATE KONAKLAMA HİZ. TURZ. VE TİC.A.Ş. Emniyet Mah. Silahtar Cad. No:32 Yenimahalle / ANKARA Maltepe V.D. 0091732474 Mersis No: 0613147860900001

Özelleştirme No:	TR1.2
Senaryo:	EARSIVFATURA
Fatura Tipi:	SATIS
Fatura No:	AGT2024000001775
Fatura Tarihi:	28-09-2024 09:47
Düzenlenme Tarihi:	28-09-2024 09:47

ETTN: cd6bfb63-f87c-4f9f-808c-23201f5c6c21

Sıra No	Mal Hizmet	Miktar	Birim Fiyat	KDV Oranı	KDV Tutarı	Diğer Vergiler	Mal Hizmet Tutarı
1	Oda Ücreti	1 Adet	1.339,2857 TL	%10,00	133,93 TL	Konaklama (%2,00)=26,79 TL	1.339,29 TL

Mal Hizmet Toplam Tutarı	1.339,29 TL
Hesaplanan KDV(%10)	133,93 TL
Hesaplanan Konaklama(%2)	26,79 TL
Vergiler Dahil Toplam Tutar	1.500,00 TL
Ödenecek Tutar	1.500,00 TL

Yalnız: BinBeşYüz TRY Sıfır Kr
E-Arşiv izni kapsamında elektronik ortamda iletilmiştir.

Ödeme Koşulu: KK

BANKA HESAP BİLGİLERİ

BANKA	PARA BİRİMİ	HESAP ADI	IBAN
İŞ BANKASI	TL	AGATE KONAKLAMA HİZ.TUR.TİC.A.Ş.	TR30 0006 4000 0014 2690 3229 37

Bu Fatura E-Dönüşüm Hizmetleri Tekno Yazılım ile tasarlanmıştır.

e-Arşiv izni kapsamında elektronik ortamda iletilmiştir.

Ziraat Bankası

APPENDIX K

PRPSFNSL

ŞUBE KODU/ADI	:	2294/18 MART ÜNİVERSİTESİ/ ÇANAKKALE ŞUBESİ
IBAN	:	TR56 **** **** **** **** 7150 07
HESAP NUMARASI	:	2294/11632071-5007
VERGİ DAİRESİ	:	
VERGİ KİMLİK NO	:	10*******12
İŞLEM TARİHİ	:	02/09/2024-23:59:19 - F54398
VALÖR	:	02.09.2024
İŞLEM YERİ	:	POS

SAYIN
KÜRŞAT CESUR

** **** **** *********

4824650647940202 PROV KODU: 022492 YURT İÇİ ALIŞVERİŞ MUTABAKAT: 0688038
ZİRAAT SANAL POS ALIŞVERİŞ KART NO: 4824650647940202 İŞYERİ: S/AJET
MUTABAKAT: 0688038 3.308,90 TRY

Hesabınızdan 3.308,90 TL (Yalnız ÜÇBİNÜÇYÜZSEKİZTLDOKSANKR) Çekilmiştir.
06/09/2024-11:44:17 PRPSFNSL SERVICE _

Saygılarımızla
T.C. ZİRAAT BANKASI A.Ş.
İNTERNET ŞUBESİ

Taraflar arasında tüm uyuşmazlıklarda, Banka'nın defter kayıtları ve belgeleri,müstenitli olsun olmasın, kesin ve aksi ileri sürülemez delil niteliğindedir.
Merkez: Finanskent Mahallesi Finans Caddesi No:44A Ümraniye/İstanbul Ticaret Sicil No:475225-5 www.ziraatbank.com.tr