



ENGLISH LANGUAGE TEACHING
GRADUATE PROGRAM

COURSES AND ACADEMIC STAFF
INFORMATION PACK
2018

MA PROGRAM

Courses

Fall Term

Course Title	Academician
Materials Evaluation and Adaptation in ELT	Dr. Zekiye Müge Tavil
Academic Discourse	Dr. Cemal Çakır
Integrative Language Teaching Skills	Dr. Sevinç Ergenekon Emir
Interdisciplinary Dimensions of Teaching English as a Foreign Language	Dr. İskender Hakkı Sarıgöz
Applied Research Methods in TESOL	Dr. Kemal Sinan Özmen
The Psychology of the Language Learner and Classroom Climate	Dr. Gonca Yangın Ekşi

Spring Term

Course Title	Academician
Assessment and Evaluation in ELT	Dr. Gültekin Boran
NLP and Drama in ELT	Dr. Bena Gül Peker
Using Children Literature in Foreign Language Teaching	Dr. Semra Saraçoğlu
Using Technology in Foreign Language Teaching	Dr. Gonca Yangın Ekşi
Applied English Lexicology	Dr. Kadriye Dilek Akpınar
Seminar: Techniques and Principles in ELT	Dr. İskender Sarıgöz
Language Development	Dr. Cem Balçıkanlı

PhD PROGRAM

Courses

Fall (Group A Courses)

Course Title	Academician
Psycholinguistics and Neurolinguistics	Dr. Abdulvahit Çakır
Intercultural Communication	Dr. İskender H. Sarıgöz
Learning Strategies in ELT	Dr. Bena Gül Peker
Applied Research Methods in TESOL	Dr. Paşa Tefvik Cephe

Spring (Group B Courses)

Course Title	Academician
Advanced Qualitative Research Methods	Dr. Kemal Sinan Özmen
Curriculum Development and Instructional Design	Dr. Paşa Tefvik Cephe
Interactive Web-Based Foreign Language Teaching	Dr. Gonca Yangın Ekşi
Learner and Teacher Autonomy	Dr. Cem Balçıklanlı

Fall (Group C Courses)

Course Title	Academician
Foreign language	Dr. Abdulvahit Çakır
Psychology in Teacher Education	Dr. Kemal Sinan Özmen
Pedagogical Perspectives on English as a Lingua Franca: World Englishes and Culture in ELT	Dr. Gonca Yangın Ekşi
Pragmatics in ELT	Doç. Dr. Cemal Çakır

Spring (Group D Courses)

Course Title	Academician
Language Acquisition	Dr. Cem Balçıklanlı
Seminar	Dr. Paşa Tefvik Cephe
Using Literature to Make a Context in Foreign Language Teaching	Doç. Dr. Semra Saraçoğlu

Academic Staff



Prof. Dr. Abdolvahit akır

Prof. Dr. Abdolvahit akır graduated from the ELT Department of Gazi Teacher Training College in 1974. He got his BA in Linguistics from Hacettepe University in 1981 and did his MSc. in Applied Linguistics in the University of Edinburgh. He got his Ph.D. in Applied Linguistics in Gazi University, Ankara.

At the moment, Dr. akır is a professor in the ELT Department of The Faculty of Education and at the same time the director of the Centre for Teaching Foreign Languages, Gazi University. He worked as an English teacher at various secondary schools between 1974 and 1980. He was a course designer in The State Planning Organization from 1987 till 1994. He taught Turkish to French students at the University of Human Sciences in Strasbourg between 1995 and 1997.

He won several grants or scholarships including Fulbright in 1981 (New York Summer School), British Council in 1982 (MSc in the University of Edinburgh), State Planning Organization in 1988 and in 1989 (Public Administration and Privatization Seminars in London and Geneva, USIS in 1993 (TESOL Atlanta and visits to American Universities)

Dr. akır presented several papers on language teaching at international conferences. He is the author of many scientific articles and the co-author of 8 books.

Research Interests: Linguistics, Semantics, Media English,

Graduate Courses

Psycholinguistics and Neurolinguistics (PhD)

International Language Education Policies (PhD)

Selected Scholarly Publications

- Çakır A. (1999). Musical activities for young learners. *The Internet TESL Journal*. V(11).
- Çakır, A. (2016). Language testing. In B. İ. Karagül & D. Yüksel, *The theory and practice of English language teaching* (286-303). Kocaeli, Kocaeli Üniversitesi Vakfı Yayınları.

Supervised Theses & Dissertations

- Implementing Sheltered Content Instruction in an ELT classroom. Carolina Cyrenia Sakina Bwanali. (2000). Gazi University, MA.
- The comparison of Gazi University ELT freshmen's receptive and productive skill performances. Müzeyyen Nazlı Demirbaş (2011). Gazi University, MA.
- Language instructors' perspectives on textbook content in terms of intercultural communicative competence: Gazi University case. Zeynep Çetin Köroğlu (2013). Gazi University, MA.
- A suggested syllabus for the elt preparatory students at Gazi University in accordance with cef b2 (vantage) level. Gonca Ekşi (2008). Gazi University, PhD.
- A comparative study of formal complaints by native speakers and Turkish learners of English. Okan Önalın (2009). Gazi University, PhD
- Teaching as a performing art: Promoting nonverbal immediacy of English Teacher Trainees. Kemal Sinan Özmen (2010). Gazi University, PhD.
- The effects of social networking on pre-service English teachers' metacognitive awareness and teaching practice. Cem Balçıklanlı (2010). Gazi University, PhD.
- The impact of raising awareness about reasoning fallacies on the development of critical reading. Murat Bardakçı (2010). Gazi University, PhD.
- Dynamic assessment of ELT students' speaking skills. Burçak Yılmaz Yakışık (2012). Gazi University, PhD.

Research Articles Published in Cooperation with Graduate Students

- Çakır A., & Balçıklanlı C. (2012). The use of the EPOSTL to foster teacher autonomy: ELT student teachers' and teacher trainers' views. *Australian Journal of Teacher Education*, 37(3), 1-18.
- Bardakçı, M., & Çakır, A. (2014). Developing a critical eye through reasoning fallacies. *Electronic Turkish Studies*. 9(2), 305-319.
- Köroğlu-Çetin, Z. & Çakır, A. (2017). Implementation of flipped instruction in language classrooms: an alternative way to develop speaking skills of pre-service English language teachers. *International Journal of Education and Development using Information and Communication Technology*. 13(2). 42-55.
- Yılmaz Yakışık, B. & Çakır, A. (2017). Dynamic assessment of prospective english teachers' speaking skills. *European Journal of English Language Teaching*. 2(1), 22-53.



Prof. Dr. Paşa Tevfik Cephe

Prof. Dr. Paşa Tevfik Cephe is a faculty member in the ELT Program at Gazi University. He received his PhD from the same university. Dr. Cephe has published many articles and book chapters on several issues in ELT, besides carrying out projects affiliated with the Ministry of National Education. He has presented papers at conferences and has published nationally and internationally. His research interests include teacher education and TESOL methodology, curriculum development and research methodology.

Research Interests: Teacher education, ELT methodology, Curriculum development, Research methods

Graduate Courses

Curriculum Development and Course Design (PhD)
Applied Research Methodologies in ELT (PhD)
Seminar (PhD)

Selected Scholarly Publications

- Cephe, P.T. (2009). An Analysis of the Impact of Reflective Teaching on the Beliefs of Teacher Trainees. *Eğitim ve Bilim*. C. 34, Sayı: 152 S. 182–191.
- Cephe, P.T. (2010). A study of the factors leading English teachers to burnout. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 38, 25–34.
- Cephe, P. T. and Aşık, A. (2016). *CEFR and Foreign Language Teaching in Turkey*. In İ. Yaman, E. Ekmekçi, & M. Şenel (Eds.), *Current trends in ELT* (258-269).

Supervised Theses & Dissertations

- Training University EFL Students in Combined Metacognitive Strategies for Listening, by Ayşegül Amanda Yeşilbursa (2002). Gazi University, Master.
- Exploring Preparatory School EFL Learners' and Teachers' Beliefs About Language Learning. Çağla Gizem Yalçın (2013). Gazi University, Master.
- The relationship between willingness to communicate and classroom environment in a Turkish EFL setting. Merve Öksüz Zerey (2017). Gazi University, Master.
- Discourse markers and spoken English: non-native use in the Turkish EFL setting. Asuman Aşık (2012). Gazi University, PhD.
- The relationship between professional identity and practice of English teachers. Feyzanur Ekizer. (2016). Gazi University, PhD.

The effects of creative drama on ELT student teachers' metacognitive awareness and teaching skills.
Seçil Horasan Doğan (2017). Gazi University, PhD.

Research Articles Published in Cooperation with Graduate Students

- Aşık, A. & Cephe, P.T. (2013). Discourse markers and spoken English: Nonnative use in the Turkish EFL setting. *English Language Teaching*, 6(12), 144-155.
- Horasan Doğan, S, & Cephe, P.T. (2017) A multi-perspective evaluation of teaching skills of elt student teachers. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 87-104.



Assoc. Prof. Benâ Gül Peker

Benâ Gül Peker works as an associate professor at Gazi University, Faculty of Education, ELT Dept. She started her career at the Middle East Technical University where she gained extensive experience as instructor, tester, materials writer, convention coordinator and teacher development unit coordinator. She has also worked at Bilkent University as lecturer and assistant director. She holds a Ph.D from the University of Aston in Birmingham, U.K. Benâ Gül Peker has presented nationally and internationally. She was a plenary speaker at the 40th IATEFL Convention, Harrogate 2006, U.K. Among her professional interests are educational change, teacher empowerment, language teaching methodology, qualitative research design, action research and total quality management. Her other professional interests include NLP and drama and emotions in learning. Benâ Gül Peker is a master practitioner of NLP.

Research Interests: Teacher education, language methodology, emotions and teaching, teacher stories

Graduate Courses

The Use of Drama and NLP in teaching English (MA)
Teaching Language Strategies in ELT (PhD)

Selected Scholarly Publications

- Gül Peker, B. (2015). Smooth or Rough Ride? A case of curriculum change in terms of emotional appraisals of learning tasks in learning grammar through the Spot model. *International Journal of Pedagogy and Curriculum*, 22(1), 1-18.
- Gül Peker, B. (2010). A study of emotion in Turkish teacher education: Task appraisal styles. *Education & Science*, 35(157), 100-112.
- Gül Peker, B. (2010). Getting to know the art of excellence: What Neuro Linguistic Programming can offer to teachers' thinking and reprogramming skills [Mükemmellik Sanatını Öğrenme: Nero Linguistik Programlamanın Öğretmenlere Düşünme ve Yeniden Programlama Açısından Sağlayabileceği Beceriler], *EKEV Akademi Dergisi*, (14)44, 87-98.
- Kanatlar, M. & Gül Peker, B. (2009). Guessing-words-in-context strategies used by beginning and upper-intermediate level EFL Students, *The International Journal of Learning*. (16)5, 435- 444.
- Gül Peker, B. (2009). Designing constructivist pre reading and listening tasks using NLP. In R. Bolitho (Ed.), *Folio, Journal of the Materials Development Association (MATSDA)*, 13(2), 25-29. Norwich, England: Norwich Institute for Language Education.

Approved Patents & Inventions

Gül Peker, B. (2017). SLC: İngilizce Gramer Öğretim Modeli İlköğretim (6.7.8. sınıflar)

Books & Book Chapters

- Gül Peker, B. (2017). An ethnography in Turkish Higher Education: A collaborative research-based approach to teacher empowerment. LAP Lambert Academic Publishing: Beau Bassin, Mauritius.
- Gül Peker, B. (2013). Okula Yardımcı Sınavlara Hazırlık İngilizce 6. Sınıf. Ankara: Palme Yayınları.
- Gül Peker, B. (2013). Okula Yardımcı Sınavlara Hazırlık İngilizce 7. Sınıf. Ankara: Palme Yayınları.
- Gül Peker, B. (2013). Okula Yardımcı Sınavlara Hazırlık İngilizce 8. Sınıf. Ankara: Palme Yayınları.
- Gül Peker, B. et al. (2010). Spot-On 6. (Editör). Milli Eğitim Bakanlığı İlköğretim 6. sınıf için İngilizce ders, çalışma ve öğretmen kitapları. İstanbul: T.C. MEB Talim ve Terbiye Kurulu Başkanlığı.
- Gül Peker, B. et al. (2010). Spot-On 7. (Editör). Milli Eğitim Bakanlığı İlköğretim 7. sınıf için İngilizce ders çalışma ve öğretmen kitapları. İstanbul: T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı.
- Gül Peker, B. et al. (2010). Spot-On 8. (Editör). Milli Eğitim Bakanlığı İlköğretim 8. sınıf için İngilizce ders, çalışma ve öğretmen kitapları. İstanbul: T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı.
- Gül Peker, B. (2014). Neuro Linguistic Programming (NLP) in Language Instruction. In S. Çelik (Ed.), Approaches and Principles in English as a Foreign Language (EFL) Education (pp. 161-185). Ankara: Eğiten Kitap.
- Gül Peker, B. (2010). Using Drama as Pre and Post Reading Activities for Young Learners. In B. Haznedar & H. Uysal (Eds.), *Handbook for Teaching Foreign Languages to Young Learners in Primary Schools* (pp. 161-185). Ankara: Anı Yayıncılık.

A Selection of Supervised Theses & Dissertations

- Irgatoğlu, A. An Analysis into Teacher Self-development Models in one-year Preparatory Schools of Private Universities in Ankara. Unpublished Ph.D dissertation, Gazi Üniversitesi, 2017.
- Pesen, S. N. Using Drama and Music Portfolio As An Alternative Assessment For Developing ELT Learners' Speaking Skills. Unpublished MA thesis, Gazi Üniversitesi, 2016.
- Şahin, N. A Case Study: Sources of English Language Reading Anxiety and Emotional Coping Strategies of 6th, 7th and 8th Grade Primary School Learners. Gazi Üniversitesi, 2010.
- Yavuz, C. Teacher Identity: An Investigation of Personal and Professional Experiences of Turkish EFL Teachers. Unpublished MA thesis, Gazi Üniversitesi, 2010.
- Ökçün, A. An NLP-Based Teacher Development Program for Enhancing EFL Teachers' Communication Skills. Unpublished MA thesis, Gazi Üniversitesi, 2010.
- Saraç, G. The Use of Creative Drama in Developing the Speaking Skills of Young Learners. Unpublished MA thesis, Gazi Üniversitesi, 2007.



Assoc. Prof. Dr. Kemal Sinan Özmen

Kemal Sinan Özmen, PhD, works as an associate professor at Gazi University, English language teaching program. He holds a PhD degree on teaching English as a foreign language with a specific focus on nonverbal communication, aesthetic aspects of classroom communication and teacher identity. He teaches research methods and second language teacher education courses at graduate level. Dr. Özmen serves as the Editor-in-Chief of the Journal of Language Teaching and Learning (jltl.org), indexed in ESCI, Web of Science.

Research Interests: Teacher Cognition, Initial Teacher Education, Teaching as a Performing Art

Courses Taught in Graduate Programs

Applied Research Methods in TESOL (MA)

Advanced Qualitative Methodologies (PhD)

Psychology in Foreign Language Teacher Education (PhD)

Selected Scholarly Publications

Kemal Sinan Özmen, Paşa Tefrik Cephe, Betül Kınık (2016). Trends in Doctoral Research on English Language Teaching in Turkey. *Educational Sciences: Theory & Practice*, 16 (5) (1737–1759).

Kemal Sinan Özmen and Cem Balçıklı, Nicolás Román, Susana / Torres Núñez, Juan José (eds). (2015). Drama and CLIL: *A new challenge for the teaching approaches in bilingual education*. Switzerland. Peter Lang.

Kemal Sinan Özmen and Hale Ülkü Aydın (2015). Examining Student Teachers' Beliefs about Oral Corrective Feedback: Insights from a Teacher Education Program in Turkey. *Australian Journal of Teacher Education*, 40(12) (pp.140-164).

Kemal Sinan Özmen (2012). Exploring Student-teachers' Beliefs about Language Learning and Teaching: A Longitudinal Study. **Current Issues in Education**, 15 (1) (24-34).

Kemal Sinan Özmen (2012). A study of the washback effect of exams and associated teacher burnout. *The Teacher Trainer Journal*, 26-3(12-17).

Supervised Theses & Dissertations

Zerde Duisembekova.(2014). The use of English songs on YouTube to teach vocabulary to young learners, MA Thesis

Burcu Bür. (2014). Teacher's questions promoting critical thinking: A case study at tertiary level, MA Thesis

Nasrin Mehmandoost (2015). A comparative study on the perception of communicative approaches: The case of Turkey and Iran, MA Thesis

- Hale Ülkü Aydın (2015). Stated beliefs and behaviors of student teachers about oral corrective feedback: Insights from a teacher education program, MA Thesis
- Betül Kınık (2016). Tracking the Sociocultural Principles in English Classrooms, MA Thesis
- Esra Kızılet (2016). Exploring English Teachers' and Learners Perceptions and Competencies concerning Information and Communication Technologies: Insights from Fatih Project, MA Thesis
- Yusuf Demir (2016). Oral Corrective Feedback by Native and Non-Native English Teachers: Insights for Second Language Teacher Education, Doctoral Dissertation
- Saadet Korucu Kış (2017). Towards a More Holistic Technology Integration Framework: Instructional Technological Competence, Doctoral Dissertation

Research Articles Published in Cooperation with Graduate Students

- Yusuf Demir, Kemal Sinan Özmen (2018). The effects of a suggested online course on developing ELT student teachers' competences regarding oral corrective feedback: Evidence from peer reflections. *International Journal of Teaching and Learning in Higher Education*, (30) (1).
- Esra Kızılet, Kemal Sinan Özmen (2017). Evaluation of a Nationwide ICT Reform Movement in Turkey: Insights from the Faith Project. *Journal on School Educational Technology*, 13(1) (33-48).
- Esra Kızılet, Kemal Sinan Özmen (2017). ICT Integration in Turkey: Evaluation of English Language E-Content of the FATİH Project. *The Turkish Online Journal of Educational Technology*, (16 (4)).
- Yusuf Demir, Kemal Sinan Özmen (2017). Exploring Native and Non-Native EFL Teachers' Oral Corrective Feedback Practices: An Observational Study. *Brock Education Journal*, 26(2) (111-137).



Assoc. Prof. Cem Balçıkanlı

I work as associate professor in the ELT Department at Gazi University, Turkey. I taught Turkish in the University of Florida between 2008 and 2009 as a Fulbright scholar. I have been the editor in chief of the Journal of Language Learning and Teaching (www.jltl.org) since 2010. My research interests include learner/teacher autonomy, the role of technology in language learning/teaching, second language teacher education and second language acquisition.

Research Interests Second Language Teacher Education, Learner/Teacher Autonomy, Role of Technology in Language Teaching, Second Language Acquisition.

Graduate Courses

Language Development (MA)

Second Language Acquisition (PhD)

Learner/Teacher Autonomy (PhD)

Selected Scholarly Publications

- Balçıkanlı, C. (2017). The 'English Cafe' as a social learning place. In Garold M. & Terry L. (Eds). Space, Place and Autonomy in Language Learning. Routledge.
- Okay, A., & Balçıkanlı, C. (2017). Belief Patterns and Anxiety Levels of Turkish EFL Students in Relation to Level of Instruction. *Journal on Educational Psychology*, 11 (2).
- Balçıkanlı, C. (2017). An Evaluation of a Self-Access Centre through EFL Learners' Eyes. *Journal on English Language Teaching*, 1(1-10).
- Okay, A., & Balçıkanlı, C. (2017). The role of motivation in EFL students' perceptions of teacher/learner responsibilities and learner abilities. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1).
- Baz Harmandaoğlu, E., Balçıkanlı, C., & Cephe, P. T. (2016). Perceptions of English Instructors and Learners about Corrective Feedback. *European Journal of Foreign Language Teaching*, 1 (1), 54-68.
- Özmen, K. S. & Balçıkanlı, C. (2015). Theatre Acting in Second Language Teacher Education. In Susana N. R. & Juan Jose T. N. (Ed.) *Drama and CLIL*. Peter Lang.
- Balçıkanlı, C. (2015). Prospective English language teachers' experiences in Facebook: Adoption, use and educational use in Turkish context. *International Journal of Education and Development using Information and Communication Technology*, 11(3), 82.
- Çallı, L., Balçıkanlı, C., Çallı, F., Cebeci, H. İ., & Seymen, Ö. F. (2013). Identifying Factors that Contribute to the Satisfaction of Students in E-learning. *The Turkish Online Journal of Distance Education (TOJDE)*. 14 (1), 85-101.

Supervised Theses & Dissertations

- Yılmaz, N. (2014). Effects Of Written Recast On The Acquisition Of The Simple Past Tense By Learners Of English As A Foreign Language.
- Arık, A. (2015). The Place of Learning Strategies in Language Textbooks Used at Tertiary Level.
- Doğan Fırat, A. (2016). An Evaluation of English Preparatory Schools' Programs in Terms of Learner Autonomy.
- Kartal, G. (2017). The Effects of A Virtual World on The Willingness to Communicate, Motivation and Anxiety of The Student Teachers of English. PhD Dissertation

Research Articles Published in Cooperation with Graduate Students

- Okay, A., & Balçıklanlı, C. (2017). Belief Patterns and Anxiety Levels of Turkish EFL Students in Relation to Level of Instruction. *Journal on Educational Psychology*, 11 (2).
- Okay, A., & Balçıklanlı, C. (2017). The role of motivation in EFL students' perceptions of teacher/learner responsibilities and learner abilities. *Asian-Pacific Journal of Second and Foreign Language Education*, 7().



Assoc. Prof. Dr. Hacer Hande Uysal

Hacer Hande Uysal is associate professor of English Language Teaching. She completed her Ph.D. in The University of Iowa in Foreign Languages and ESL education in 2006. She received her M.A. from the University of Iowa in English Education and her B.A from Hacettepe University, American Culture and Literature department. Her research interests are Second Language Writing, Intercultural/contrastive Rhetoric, Academic Discourse Analysis, Language Policy and Planning, Teaching Languages to Young Learners, Language Teacher Education and Language Testing.

She has taught courses at all levels such as PhD courses named Academic Writing for Scholarly Publication, Issues in Second Language Reading & Writing Research; MA courses named Critical and Contemporary Issues in Education, Academic Discourse Analysis, and BA courses such as Discourse Analysis and English Language Teaching, Teaching Languages to Young Learners, Sociolinguistics, Teaching Language Skills, Advanced Reading-Writing Skills, Oral Expression and Academic Presentation Skills, Oral Communication Skills, and Listening and Phonetics.

She served as the founding editor-in-chief for the *Journal of Language Teaching and Learning* between the years 2010-2015. She also served as the editorial member or review for many international/national journals such as *Modern Language Journal*, *Journal of Second Language Writing*, *Language, Culture & Curriculum*, *Language Awareness*. She established and directed the 'Gazi Academic Writing and Research Center.'

She directed PhD dissertations on topics such as teaching and assessing L2 writing, contrastive analysis of research articles and conference abstracts in terms of lexical bundles, rhetorical moves, and rhetorical structures; L1 use in EFL classrooms; teaching grammar and providing error correction to young learners; teacher socialization and burnout; and NS vs. NNS teachers' practices.

She worked in several international and national projects funded by EU, TUBITAK, and BAP. For example, she worked as the coordinator, researcher and country manager in the project: "A Web and School-based Professional Development Project for Foreign Language Teachers of Young Learners (SBATEYL)" funded by European Commission under the Erasmus+ Key Action 2: Strategic Partnership for School Education, 2014-2017 with a budget of 355.000 € and worked as a researcher in another EU funded project "E-COMMA: Identification and definition of emerging eCommerce and Online-Marketing job profiles in line with the ICT sector-specific e-Competence Framework and the EQF and development of ECVET based training curricula for these jobs."

Research Interests: Second Language Writing, Intercultural/contrastive Rhetoric, Academic Discourse Analysis, Language Policy and Planning, Teaching Languages to Young Learners, Language Teacher Education and Language Testing.

Graduate Courses

Critical and Contemporary Issues in Education, Academic Discourse Analysis (MA)

Academic Writing for Scholarly Publication (PhD)

Issues in Second Language Reading & Writing Research (PhD)

Selected Scholarly Publications

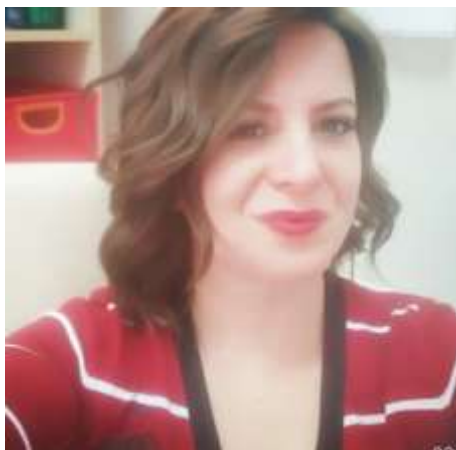
Research Articles

- Uysal, H. H. (2014). English language spread in academia: Macro-level state policies and micro-level practices of scholarly publishing in Turkey. *Language Problems and Language Planning*, 38 (3), 265-291. [SSCI-A]
- Uysal, H. H. & Bardakci, M. (2014). Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms? *South African Journal of Education*, 34 (1), 1-16. [SSCI-C]
- Uysal, H. H. (2012). Argumentation across L1 and L2 writing: Exploring cultural influences and transfer issues. *VIAL-Vigo International Journal of Applied Linguistics*, 9, 133-159 [SSCI-A].
- Uysal, H. H. (2010). A critical review of the IELTS writing test. *ELT Journal*, 64(3), 314-320. [SSCI-A]
- Uysal, H. H. (2008). Tracing the culture behind writing: Rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context, *Journal of Second Language Writing*, 17(3), 183-207. [SSCI-A]
- Güngör, F. & Uysal, H. H. (2016). A comparative analysis of lexical bundles used by native and non-native scholars. *English Language Teaching*, 9 (6), 176-188. [ERIC]
- Uysal, H. H. (2012). Evaluation of an in-service training program for primary-school language teachers in Turkey. *Australian Journal of Teacher Education*, 37 (7), 14-29. [ERIC]
- Uysal, H. H. (2012). Cross-cultural pragmatics of reading: The case of American and Turkish students reacting to a Turkish text. *The Reading Matrix*, 12 (1), 12-29. [ERIC]
- Uysal, H. H. (2012). The critical role of journal selection in scholarly publishing: A search for journal options in language-related research areas and disciplines. *Journal of Language & Linguistics Studies*, 8 (1), 50-95.
- Uysal, H. H. (2009). Developments in validity research in second language performance testing. *The Buckingham Journal of Language and Linguistics*, 1(2), 61-68.
- Uysal, H. H., Plakans, L., Dembovska, S. (2007). English spread in local contexts: Turkey, Latvia, and France. *Current Issues in Language Planning*, 8 (2), 192-207. [ERIC]

Books & Book Chapters

- Haznedar, B. & Uysal, H. H. (Eds.) (2010). *Handbook for teaching foreign languages to young learners in primary schools*. Ankara: Anı Publications
- Uysal, H. H. (2008). *The interplay between culture and writing: Rhetorical and process patterns in L1 and L2 argumentative writing within a cultural context*. Saarbrücken-Germany: VDM Verlag Aktiengesellschaft.
- Uysal, H. H. (2017). Global spread of English in academia and its effects on writing instruction in Turkish universities. In L. Arnold, A. Nebel, & L. Ronesi (Eds.), *Emerging Writing Research from the Middle East and North Africa (MENA) Region*. (pp.). International Exchanges on the Study of Writing series, The WAC Clearinghouse and Colorado State University Publishing, Boulder: Colorado.
- Uysal, H. H. (2014). Turkish academic culture in transition: Centre-based state policies and semi-peripheral practices of research, publishing, and promotion. In K. Bennett (Ed.), *The Semi-periphery of academic writing: Discourses, communities, and practices* (pp. 165-189). London: Palgrave Macmillan.
- Uysal, H. H. (2014). A cross-cultural study of indirectness and hedging in the conference proposals of English NS and NNS scholars. In A. Lyda, & K. Warchal (Eds.), *Occupying niches: Interculturality, cross-culturality and acculturality in academic research* (pp. 179-195). Switzerland: Springer.

Uysal, H. H. (2007). Educating second language writing teachers: Issues and suggestions. In B. Johnston and K.Walls (eds.) *Voice and Vision in Language Teacher Education* (pp. 239-248). Minneapolis: University of Minnesota Press.



Assoc. Prof. Gonca Yangın Ekşi

Gonca Yangın Ekşi is an associate professor in English Language Teaching (ELT) in the Department of Foreign Language Education, Gazi University where she teaches several undergraduate and graduate courses and supervises MA and PhD dissertations. The courses she has offered include Teaching English to Young Learners, Practice Teaching, ICT and CALL, Curriculum development and Materials Evaluation, Language learning theories, and Psychology of the language learner. She received her MA in ELT in Hacettepe University, Department of ELT and she holds her PhD in ELT in Gazi University. She has worked in a number of projects including the national project for the development of the national English curriculum for Primary and Secondary schools. She is currently managing an Erasmus KA2 Project with distinguished universities in Turkey and abroad. She has published various research articles nationally and internationally focusing on with teaching and learning English as a foreign language. Her research interests include computer-assisted language learning, pre- and in-service teacher education, curriculum and materials development, teaching skills and language components, young learners, use of corpus in language teaching. She has also been working as an editor to the Journal of Language and Linguistic Studies.

Research Interests: Teacher training, Technology and language teaching, Young learners, Curriculum and materials development, Language and culture, Corpus studies.

Graduate Courses:

Learning Theories in Language Teaching (MA)

The Psychology of the Language Learner and Classroom Climate (MA)

Web-based Interactive Language Teaching (PhD)

ICT in English Language Teaching (PhD)

Selected Scholarly Publications:

Research Articles

Ekşi, G. (2012). Implementing an Observation and Feedback Form for More Effective Feedback in Microteaching. *Education and Science*. Vol 37, No 164, pp 267-280.

Ekşi, G. (2012). Peer Review versus Teacher Feedback: How Effective? *International Journal of Applied Educational Studies*. Vol. 13, No 1, pp 33-48.

Ekşi, G. (2012). Foreign language instructors' computer and information literacy perceived self-efficacy: A school of foreign languages case. *ELT Research Journal*. Vol: 1(2), 91-108.

- Ekşi, G. & Aşık, A. (2015). Enriching microteaching in teaching English to young learners: an action research. *International Online Journal of Education and Teaching*. Vol. 2(1), 25-41.
- Ekşi, G. & Yakışık, B. Y. (2016). To Be Anxious or Not: Student Teachers in the Practicum. *Universal Journal of Educational Research*. Vol. 4(6), 1332-1339.
- Ekşi, G. & Yeşilçınar, S. (2016). An Investigation of the Effectiveness of Online Text to Speech Tools in Improving EFL Teacher Trainees' Pronunciation. *English Language Teaching*. Vol. 9(2), 205-214.
- Okyar, H & Ekşi, G. (2017). A comparative study on the effectiveness of negative evidence and enriched input on learning of verb-noun collocations. *European Journal of English Language Teaching*. Vol. 3(1), 1-16.
- Bozyiğit, E & Ekşi, G. (2017). Action Research: video-assisted written constructivist feedback of ELT student teachers in microteaching sessions. *ELT Research Journal*. Vol. 6(2), 174-192.
- Yakan, Z. & Ekşi, G. (2017). A descriptive and explanatory study about vocabulary presentation techniques of English teachers in primary and secondary schools in Turkey. *ELT Research Journal*. Vol. 6(2), 218-234.

Book Chapters:

- Ekşi, G. (2010). Materials development, evaluation and adaptation. in Haznedar, B. And Uysal, H. H. (Ed). *Handbook for Teaching Foreign Languages to Young Learners in Primary Schools*. Ankara: Anı Yayıncılık.
- Ekşi, G. (2012). Materials. in Gürsoy, E. And Arıkan, A. (Ed.) *Teaching English to Young Learners: An Activity-Based Guide for Prospective Teachers*. Ankara: Eğiten Kitap.
- Ekşi, G. (2014). The lexical approach. in Çelik, S. (Ed) *Approaches and Principles in English as a Foreign Language (EFL) Education*. Eğiten Kitap. Ankara.
- Ekşi, G. & Yakışık, B. Y. (2016). Practical Applications of CALL. In (Eds). Yaman, İ., Ekmekçi, E. & Şenel, M. *Current Trends in ELT*. Nuans: Ankara.
- Aşık, A. & Ekşi, G. (2016). Coursebooks and Spoken Discourse: The issue of authenticity with discussion over corpus and feedback from native speakers. In İ.H.Mirici, İ.H. Erten, H. Öz & I. Vodopija-Krstanović (Eds) *Research Papers on Teaching English as an Additional Language*. Croatia. Faculties of Humanities and Social Sciences, University of Rijeka.
- Ekşi, G. Y. (2017). Designing Curriculum for Second and Foreign Language Studies. In (Ed) Sarıçoban, A. *ELT Methodology*. Anı Yayıncılık: Ankara.

Projects:

Erasmus KA2 Project:

ILTERG: *International Language Teacher Education Research Group*.

Partner Universities: Boğaziçi University (Turkey)
Pomeranian University (Poland)
Evora University (Portuguese)

Supervised Theses & Dissertations

- The Impact of Flipped Classroom Model on the Academic Achievement of Student Teachers of English
- An Experimental Research on the Effectiveness of Peer Feedback on Developing Grammatical Competence in EFL Classes
- Descriptive Analysis of the Interplay between English Teachers' Pedagogic Beliefs and Their Reflections on Instructional Practices in English Grammar Teaching.
- Exploring Motivation Types and Study Habits of Turkish Adult English Language Learners
- Distance Foreign Language Learners' Learning Beliefs and Readiness for Autonomous Learning.
- Designing and Adapting More Learner-centered Language Teaching Materials



Assoc. Prof. İskender Hakkı Sarıgöz

İskender Hakkı Sarıgöz is an associate professor at Gazi University, ELT Department. He holds MA and Ph. D degrees from Gazi University. His professional interests are teacher training, methodology, interdisciplinary dimensions of ELT, and translation. He has lectured in Gazi University ELT Department for 35 years. He has also lectured at some universities in Turkey and Europe (Erasmus) including Anadolu University DELTTP.

Research Interests: Teacher training, young learners, methodology

Graduate Courses

Seminar (MA)

Interdisciplinary Dimensions of Teaching English as a Foreign Language (MA)

Intercultural Communication (PhD)

Selected Scholarly Articles

Sarıgöz, İ. H. (2008). Towards individual centered foreign language teaching. *Journal of Language and Linguistic Studies*, 4(1), 51-64.

Sarıgöz, İ. H. (2009). Eğitimde çoklu mantık kurgusu ve kitlelere yansıtılması: yöntemsel bir bakış. *Journal of Language and Linguistic Studies*, 5(1), 90-96.

Sarıgöz, İ. H. (2012). ELT methodology and learners meet in techniques: A lesson planning perspective for teacher trainees. *Journal of Language and Linguistic Studies*, 8(1), 96-109.

Sarigoz, I. H. (2013). Adjusting Language Level in Teacher-Talk in ELT Microteachings with Specific Reference to Distance Education Teacher. *Turkish Online Journal of Distance Education*, 14(2), 165-184.

Supervised Theses & Dissertations

Fisne, F. N. (2016). An integrated language testing program for the 4th grade young EFL learners: An attainment-based perspective. MA

Yaşar, N. (2015). Suggested negotiated ESP syllabus for multinational peacekeeping operations within a constructive perspective. MA

Demirtaş, A. (2015). The impact of group autonomy on learners' speaking skill in English: A task - based social constructivist perspective. PhD

Ekmekçi, E. (2014). Flipped writing class model with a focus on blended learning. PhD



Assoc. Prof. Kadriye Dilek Akpınar

Assoc. Prof. Dr. Kadriye Dilek Akpınar is a member of the teaching staff in Department of English Language Teaching at Gazi University, Turkey. She has completed her PhD at Gazi University, department Foreign Language Education. Her research areas are lexical competence, teaching reading skills, socio linguistics and discourse. She has presented papers at national and international conferences, published in several journals and conducted projects.

Research Interests: Sociolinguistics, Lexicology, Discourse Analysis, Intercultural Competence.

Graduate Courses

Applied English Lexicology (MA)

Classroom Discourse Analysis and Foreign Language Education (PhD)

Selected Scholarly Publications

Akpınar, K.D. (2013). Lexical inferencing: perceptions and actual behaviours of Turkish English as a Foreign Language Learners' handling of unknown vocabulary. *South African Journal of Education*; 33(3). ISSN 0256-0100 (Print), ISSN 2076-3433

Akpınar, K. D. & Bardakçı, M. (2015). The Effect of Grouping and Presenting Collocations on Retention. *TESL-EJ Journal*. 18 (4). 1-20

Akpınar, K.D., Aşık, A. & Vural, A. Ş. (2015). The Relationship between the Effectiveness of Vocabulary Presentation Modes and Learners' Attitudes: Corpus Based Contextual Guessing, Dictionary Use and On-line Instruction. *The Asian EFL Journal Quarterly*. 17 (1). 90-16

Akpınar, K.D. (2012). Identifying Discourse Patterns: A Case Study with Turkish Foreign Language Learners. *ELT Research Journal*. Volume:1 Number:4. 255-277.

ISSN: 2146-9814

Akpınar, K.D. & Ünalı, İ. (2014). Exploring Intercultural Competence in Teacher Education: A Comparative Study between Science and Foreign Language Teacher Trainers. *Educational Research and Reviews*. 9 (21). 1156-1164

Bardakçı, M. & Akpınar, K. D. (2014). Teaching Reading in EFL Classes. In *Teaching Language Skills*. (İnan- Karagül and Yüksel eds.) U. S.A. Nova Science Publishers. Inc. 2015-3-TR01-KA105-024909" coded "RoundII: Shall I Be your Angel?" Youth Project.

Supervised Theses & Dissertations

Merve Bozbıyık (2017) The Implementation of VEO in an English Language Education Context: A Focus on Teacher Questioning Practices. MA

Sema Abal (2016) Receptive and Productive Knowledge of Discourse Markers: A Study with ELT Prospective Teachers. MA

Abdullah Shukur (2017) An Investigation of The Factors That Cause Language Anxiety for EFL Learners in Northern Iraq. MA

Hakan Hilmi Demirel (2014) Perspectives of International Cadets towards Cross-Cultural Diversity and Its Impact on Language Learning: Case of Military Students in Turkish Military Academy. MA

Research Articles Published in Cooperation with Graduate Students

Akpınar, K. D., & Cakildere, B. (2013). Washback effects of high-stakes language tests of Turkey (KPDS and ÜDS) on productive and receptive skills of academic personnel. *Journal of Language and Linguistic Studies*, 9(2), 81-94. ISSN: 1305-578.

Demirel, H. H. and Akpınar, K.D. (2016). Multicultural Education and its Impact on Language Development: The Case of Military Cadets at TMA. *International Online Journal of Education and Teaching* , 3(83-98



Assist. Prof. Cemal akır

Assistant Professor Doctor Cemal akır got his BA in English Language Teaching (ELT) in 1989 from Gazi University ELT Program, MA in TEFL in 1990 from Bilkent University, and PhD in ELT in 1997 from Gazi University. He worked as an English instructor at the Gazi University ELT Program from 1989 to 1997. He worked as a faculty instructor at Gazi University ELT Program from 1999 to 2002. In both periods, he taught English on a part-time basis at various public and private institutions. He has been a faculty member since July 2002 at the Gazi University ELT Program teaching BA, MA, and PhD courses and supervising MA and PhD theses. He was the first LLP/Erasmus ECTS Coordinator of Gazi University ELT Program. He worked as a team member of LdV Type B Project ADCOESP and of Hook up! Campus Europe Foreign Language Learning Gateway Project. On the basis of Erasmus Staff Mobility, he taught at universities in Poland, Czech Republic, and Denmark. He worked at State University of New York at Albany as a short-term scholar in 2015. He is interested in applied semantics, applied pragmatics, and lexicology.

Research Interests: Applied semantics/Pragmatics in ELT, Lexicology

Graduate Courses

Academic Discourse (MA)

Selected Scholarly Publications

- akır, C. (2004). Anlamın Baęlam Aısından İncelenmesi: Kokanlambilim ve Artanlambilim. Gazi niversitesi Gazi Eęitim Fakltesi Dergisi, 24(3), 245-255.
- akır, C. (2008). Nonverbal Cues in the Oral Presentations of the Freshman Trainee Teachers of English at Gazi University. Gazi University Journal of Gazi Educational Faculty (GUJGEF), 28(1), 127-152.
- akır, C. (2013). Standard Assessment and Alternative Assessment in English Language Teaching Program. Gazi University Journal of Gazi Educational Faculty (GUJGEF), 33(3), 531-548.
- Cakir, C. (2016). TESOL Plus TELOS: Teaching English as a Language of Open Sources (TELOS). Procedia-Social and Behavioral Sciences, 232, 600-603.
- akır, C. (2016). Conceptual metaphor theory and teaching English as a foreign language: A study on body part terms. Journal of Language and Linguistic Studies, 12(2), 253-279.
- akır, C. (2017). ok Satan İngilizce Kitapların Trke evirilerindeki Vcut Blmleriyle İęgili Terimler ve İngilizcenin Yabancı Dil Olarak ęretimi İin neriler. DTCF Dergisi, 57(2), 1411-1426.

Books/ Book Chapters

- Çakır, C. & Deneme, S. (1997). Practice phrasal verbs in context Ankara: Nurol.
- Çakır, C. (2004). Bağlam. In A. Cevizci (Ed.), *Felsefe Ansiklopedisi 2* (pp. 59-63). İstanbul: Etik Yayınları.
- Çakır, C., Demircan, F. E., Kaynar, B. H., & Vural Şarlanoglu, A. (2008). *Simply Business English*. Ankara: He-Art.
- Çakır, C. (2010). Teaching formulaic lexicon to young foreign language learners. In B. Haznedar & H. H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp. 211-232). Ankara: Anı Yayıncılık.
- Çakır, C. (2010). Dilsel göstergebilimdeki üçlemenin Türkçe karşılıklarındaki anlamsal sorunlar. In S. Kibar, S. A. Bayram & A. Sol (Eds.), *Anlam kavramı üzerine yeni denemeler* (pp. 361-370). Ankara: Legal Kitabevi.
- Çakır, C. (2016). *Semantics of interlanguage: a case for Turkish EFL learners in Turkey*. Ankara: Gazi Kitabevi.

Supervised Theses & Dissertations

- Evaluation of English language teaching departments of Turkish and Iranian universities in terms of politeness strategies with reference to requests, MARYAM RAFIEYAN, (2006). Gazi Üniversitesi, Yüksek Lisans Tezi.
- The effects of teaching negative politeness strategies on oral communication skills of prospective EFL teachers, SİBEL KAHRAMAN, (2013). Gazi Üniversitesi, Yüksek Lisans Tezi.
- A comparison of pragmatic competence between Turkish and portuguese efl learners via speech act set of apologies: A task-based perspective, HANDE ÇETİN, (2014). Gazi Üniversitesi, Yüksek Lisans Tezi.
- Intercultural competence of English language teachers and students in international baccalaureate world schools in Turkey and abroad, ŞERİFE DEMİRCİOĞLU, (2014). Gazi Üniversitesi, Doktora Tezi.
- A quasi-experimental study of implicatures in course books used at university preparatory schools in Ankara, AREZOO BABAEI AJABSHIR, (2016). Gazi Üniversitesi, Yüksek Lisans Tezi.

Research Articles Published in Cooperation with Graduate Students

- Demircioglu, S., & Çakır, C. (2015). Intercultural competence of English language teachers in international baccalaureate world schools in Turkey and abroad. *Journal of Language and Linguistic Studies*, 11(1), 15-32.
- Kahraman Özkurt, S., & Çakır, C. (2015). Integrating Politeness Theory into EFL Oral Communication Skills Course Syllabus. Presented at the The 36th Annual New York State Teachers of English to Speakers of Other Languages (NYS TESOL) Applied Linguistics Winter Conference (ALWC), New York City, USA.
- Çakır, C., & Çetin, H. (2015). Teaching Apologies through Task based Activities to Turkish and Portuguese EFL learners A Cross cultural Study. Presented at the 14th International Pragmatics Conference, Antwerp, Belgium.
- Demircioglu, S., & Cakir, C. (2016). Intercultural competence of students in international baccalaureate world schools in Turkey and abroad. *International Education Studies*, 9(9), 1-14.
- Ajabshir, A., & Çakır, C. (2016). Assessment of the Explicit and Implicit Teaching of Implicatures. Presented at the 14th International Bilkent University School of English Language Conference, Ankara.
- Çetin, H., & Çakır, C. (2017). Is it enough just to say 'sorry'? Creating awareness about language in use through apologies. Presented at the The 18th INGED International Conference, İstanbul.



Assist. Prof. Dr. Gültekin Boran

Asst. Prof. Dr. Gültekin Boran received his bachelor's degree from the English Language Teaching (ELT) Program of Gazi Education Faculty, Gazi University. He served as an English as a Foreign Language (EFL) teacher at some secondary schools and high schools of the Ministry of National Education between the years 1985 and 1988. Then, he became an EFL instructor and taught English as a foreign language at the Faculty of Vocational Education of Gazi University until 1990 and in the same year, he was sent to the United Kingdom by the World Bank and Council of Higher Education to attend an in-service training course on developing curriculums with technical content and using the Communicative Approach to teach English as a foreign language at the Bell School in Norwich City. When he returned to Turkey, he started to teach vocational English and general English as a foreign language at the Faculty of Tourism and Commerce of Gazi University.

In 1992, he was accepted to the Master of Arts in Teaching English as a Foreign Language (MATEFL) Program of Bilkent University and completed his studies in this program and received his master's degree in 1994. Asst. Prof. Dr. Gültekin Boran started his PhD studies at the Institute of Social Sciences of Gazi University and received his PhD degree from the Ph. D in ELT Program of this institute in 1999 and in the same year, he left his position at the Faculty of Tourism and Commerce and started to teach speaking skills and writing skills at the ELT Program of Gazi Education Faculty. After he had served as an Instructor Dr for seven years, he became an Assistant Professor Dr in 2006. He is still in this position.

His research interests are micro teaching applications in EFL teacher training, teaching pronunciation, pragmatics, foreign language learners' motivation and analysis of foreign language learners' errors.

Research Interests: Needs assessment, English for Specific Purposes (ESP), authentic materials, audio-visual authentic materials, pragmatics

Graduate Courses

Testing and Evaluation in ELT (MA)

Selected Scholarly Publications

Boran, G. (2015). Information Structure in EFL Teaching. . International Online Journal of Education and Teaching (IOJET)., Volume::2, No: 3. (199-214).

Boran, G. (2013). Sense Relations. Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, Cilt: 33, Özel Sayı (Prof. Dr. Azmi Yüksel Anısına)(45-60).

- Boran, G. & Emir, E. S. (2011). Beltek İngilizce Kursu Öğrencilerinin Güdülenme Biçimleri. Gazi Eğitim Fakültesi Dergisi, 31(115-129).
- Boran, G. (2008). The Rationale for Using Reading Materials in Teaching Writing and Some Sample Applications. EKEV Akademi Dergisi, 36(267-280).
- Boran, G. (2008). The Sociocultural Perspective and Language Teaching. EKEV Akademi Dergisi, 35(363-370).
- Boran, G. (2005). A Study on Commonly Mispronounced Words by the EFL Teacher Trainees at the ELT Department of Gazi Education Faculty. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 13(81-90).
- Boran, G. (2004). Motivation and Teaching English for Occupational Purposes. Mesleki Eğitim Dergisi, 12(57-64).
- Boran, G. (2003). Yabancı Dil Olarak İngilizce Öğretiminde Edimbilim Pragmatics in EFL Teaching. Selçuk Üniversitesi Eğitim Fakültesi Dergisi, 15(139 -154).
- Elkılıç, G. Han, T. Aydın, S. (2002). Medical Passages and Vocabulary. Ed. Boran, G. Ankara: Taş Yayınevi

Supervised Theses & Dissertations

- Köktürk, S. (2015). Washback Effects of Examinations on Teaching and Learning English in Gazi University Preparatory School. Ankara: Gazi University
- Çiftçi, E. (2009). An Evaluation of Gazi University English Preparatory Classes in Terms of Quantum Teaching Model. Ankara: Gazi University.
- Yolcu, M. (2009). Comparison of Computer Adaptive Individual Video Tutoring with Whole Class Video Lessons. Ankara: Gazi University.



Asst. Prof. Zekiye Müge Tavl

Dr. Zekiye Müge Tavl is a member of the teaching staff in the Department of English Language teaching at Gazi University. She had her MA from Hacettepe University, ELT department. Her MA thesis is about classroom interaction and methodology in ELT. She received her PhD from Gazi University. Her dissertation is about needs analysis and curriculum design. She worked as a lecturer at Hacettepe University for 8 years and she has been teaching at different universities since 1995. She is particularly interested in teacher training and development and teaching language skills. She has presented papers at several conferences and has published articles in EFL Journals. She has articles about teaching English to young and very young learners. A part from these, she is interested in teaching skills and designing curriculum. She has national and international book chapters. Some of her book chapters are about classroom management. She is interested in managing young learners' classroom. She has been teaching at Gazi University since 2006. She has given lectures about methodology and teaching English to young learners and also interested in in-service training of novice teachers. She also focuses on teaching English to illiterate students.

Research Interests: Young learners, very young learners, methodology, curriculum

Graduate Courses

Materials Evaluation and Adaptation in ELT (MA)

Selected Scholarly Publications

- Tavl Zekiye Müge (2014). The effect of self reflections through electronic journals (ejournals) on the self efficacy of pre-service teachers. *SA Journal of Education*, 34(1), 1-20.,
- Hersan Tavl Zekiye Müge (2006). How to Develop Social and Emotional Learning Skills of Young Learners In EFL Classes. *GEFAD*, 26(2), 181-197
- Hersan Tavl Zekiye Müge (2012). A Critical Approach to the Contents of Pedagogical Courses in an ELT Department: A Summative Evaluation. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16(2), 189-200
- Hersan Tavl Zekiye Müge (2009). Parental Attitudes Towards English Education for Kindergarten Students in Turkey. *Kastamonu Eğitim Dergisi*, 17(1), 331-340.
- Tavl Zekiye Müge (2008). Vocabulary Teaching Through Storytelling To Very Young Learners In Kindergartens. *Ekev Akademi Dergisi*, 12(35), 371-382.
- Tavl Zekiye Müge (2009). Teaching Vocabulary To Very Young Learners Through Games and Songs. *Ekev Akademi Dergisi*, 13(38), 299-308.
- Hersan Tavl Zekiye Müge (2006). The Reading Needs of the Students' at Hacettepe University English Preparatory School. *GEFAD*, 26(3), 207-221

Aksoy Özge,Tavil Zekiye Müge (2016). Lord of the flies çevirilerinde kaynak /hedef odakli egilimler. Hitit Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 9(2), 1-145.,Doi: 10.17218/hititsosbil

Research Articles Published in Cooperation with Graduate Students

- Demirci Dogan,TAVIL Zekiye Müge (2015). Are the skills really Integrated in coursebooks?A sample case-Yes You can. A1.2.. Educational Research and Reviews: Vol. 10. DOI: 10.5897/ERR2015(Indexed in ERIC), 10(12), 1599-1632., Doi: 10.5897/ERR2015.2259
- Bilen Didem,Tavil Zekiye Müge (2015). The effects of Cooperative Learning Strategies on Vocabulary Skills of 4th Grades students.. Journal of education and training Studies. Vol.3,No.6 DOI: 10.11114/jets.v3i6.1062(Indexed in Eric) , 3(6), 151-165., Doi: 10.11114/jets.v3i6.1062
- Giti Daftari,Tavil Zekiye Müge (2015). The intersection of pragmatics and applied linguistics in teaching speech acts: Apologies perspective. International journal of curriculum and instruction, 7(2), 1-17., Doi: ijci.wcci-international.org/index.php/IJCI/article/view/17

Supervised Theses & Dissertations

- Evaluation of the four coursebooks used in TOBB ETU in terms of three speech acts: Requests,refusals,complaints, Büsra Delen, (2010). Gazi Üniversitesi,Tez No:278108
- The effect of computer assisted and teacher-led storytelling on vocabulary learning of 5th grade students, Selen Yardim, (2011). Gazi Üniversitesi,Tez No:290543
- A suggested Brain-based syllabus for very young EFL learners, ILKNUR CIVAN, (2013). Gazi Üniversitesi,Tez No:349055
- Are the skills really integrated in coursebooks? a sample case-yes you can a1.2, Dogan Demirci,(2014). Gazi Üniversitesi,Tez No:366235
- The effects of cooperative learning strategies on vocabulary skills of 4th grade students, Didem Bilen, (2015). Ufuk Üniversitesi,Tez No:391667
- Cultural Transfer in the Translations of Media Organization Websites: A Descriptive Analysis of Articles and Their Turkish Translations on the BBC Website, Özge Aksoy, (2016). Gazi Üniversitesi



Assist. Prof. Semra SARAÇOĞLU

Semra Saraçoğlu works at Gazi University English Language Teaching program as an Assist. Prof. Dr. where she has taught courses on literature and teaching literature. She studied English Language and Literature at Hacettepe University, did her MA at Buckingham University on Victorian Literature (‘The Development of Charlotte Bronte’s Perception of the Ideal Marriage’) and got her PhD from METU in English Literature (‘Self-reflexivity in postmodernist texts: A comparative study of the works of John Fowles and Orhan Pamuk’).

Research Interests: Literature, Teaching/Using Literature in ELT

Graduate Courses

Using Children’s Literature in English Language Teaching Classes (MA)

Using Literature to Make a Context in Foreign Language Teaching (PhD)

Supervised Theses & Dissertations

Senol Ünal, (2015). An Experimental study on improving reading comprehension skills of teacher trainees at Gazi University English Language Teaching Department through literature - based critical thinking activities, Gazi Üniversitesi/Eğitim Bilimleri Enstitüsü/İngiliz Dili Eğitimi Anabilim Dalı

Bilgan Gülay, (2016). ‘An investigation of students’ approaches to studying and learning literature in ELT context’, Gazi Üniversitesi/Eğitim Bilimleri Enstitüsü/İngiliz Dili Eğitimi Ana Bilim Dalı

An Evaluation of High School English Coursebook Reading Texts and Suggesting Authentic Literary Texts With Lesson Plans

How Does Literature Affect Tertiary Level EFL Learners’ Autonomy, Language Learning Attitude and Language Proficiency? An Investigation of Students’ Approaches to Studying and Learning Literature in ELT Context

Teaching Intercultural Competence Through Literature: A Sample /suggested Course design



Asst. Prof. Sevinç Ergenekon Emir

Sevinç Ergenekon Emir is an assistant professor in English Language Teaching (ELT) in the Department of Foreign Language Education, Gazi University. She got her BA in English Language teaching from Gazi University. She holds MA and Ph.D degrees from Gazi University.

Research Interests: Integrated language teaching skills, curriculum, materials development

Graduate Courses

Integrated Language Teaching Skills (MA)

Selected Scholarly Publications

- Emir, S. E. (2010). A Study on the Relation between the Perceived-Control and Perceived Self-Efficacy of ELT Teacher Trainees. Gazi University Journal of Gazi Educational Faculty (GUJGEF), 30(3).
- Emir, S. E., & BORAN, G. (2011). Motivation Types of the Learners in Beltek English Course. Gazi University Journal of Gazi Educational Faculty (GUJGEF), 31(1).
- Emir, S. E. (2010). Study on the Importance of Morphology for English Language Teachers. Kafkas Üniversitesi Sosyal Bilimler Enstitü Dergisi, 1(6).

Supervised Theses & Dissertations

- Küçükyılmaz, Y. (2016). Teaching English for specific purposes through the use of information and communication technologies and multimedia in Turkish Military Academy: A study on YouTube.
- Sadraei, M. (2015). The importance of having knowledge on the types of intelligence and learning strategies of EFL learners.
- Anwer-Anwer, M. A. (2015). A study on the exploration of the currently used vocabulary teaching techniques in secondary schools in Iraq.