

ÖZGEÇMİŞ

- 1. Adı Soyadı:** Enisa Mede
- 2. Unvanı:** Doç. Dr.
- 3. Öğrenim Durumu:** Doktora

Öğrenim Durumu:

Derece	Alan	Üniversite	Yıl
Lisans	İngilizce Dili Eğitimi	Boğaziçi Üniversitesi	2002
Y. Lisans	İngilizce Dili Eğitimi	Yeditepe Üniversitesi	2007
Doktora	İngiliz Dili Eğitimi	Yeditepe Üniversitesi	2012

4. Akademik Unvanlar:

Yardımcı Doçentlik Tarihi: 2012

Doçentlik Tarihi: 2019

5. Yönetilen Yüksek Lisans ve Doktora Tezleri:

5.1. Yüksek Lisans Tezleri:

- Yumurtacı, N. (2019). Using creative drama in teaching English to young learners: Effectiveness on vocabulary development and creative thinking. Bahçeşehir University, Istanbul, Turkey.
- Gül, S. (2019). Design and evaluation of an ESP-oriented textbook: The context of sophomore engineering students. Bahçeşehir University, Istanbul, Turkey.
- Vardar, A. (2019). Expanding young learners' English vocabulary knowledge through dramatization techniques. Bahçeşehir University, Istanbul, Turkey.
- Kazımlar, N. (2019). Exploring EFL instructors' perceptions of professional identity: The Turkish context. Bahçeşehir University, Istanbul, Turkey.
- Çevikbaş, G. (2019). The impact of Quizizz on the vocabulary development and motivation of Turkish EFL learner. Bahçeşehir University, Istanbul, Turkey.
- Vardar, A. (2019). Expanding English vocabulary gains of very young learners through drama-integrated lessons. Bahçeşehir University, Istanbul, Turkey.
- Çınar, S. (2018). Implementation of content and language integrated learning (CLIL) and its effects on student motivation. Bahçeşehir University, Istanbul, Turkey.
- Gülşen, E. (2018). Effects of online differentiated reading in reading comprehension skills and learner autonomy of young learners. Bahçeşehir University, Istanbul, Turkey.
- Uğurer, H. (2018). Design and evaluation of a CBI-oriented textbook for Turkish students of architecture at tertiary level: A case study. Bahçeşehir University, Istanbul, Turkey.
- Güneş, G. (2018). Implementation of intercultural communicative competence (ICC): Perceptions of learners and their teacher in an EFL classroom. Bahçeşehir University, Istanbul, Turkey.

- Öztüfekçi, A. (2018). An investigation of learner autonomy in language learning in tertiary education: From the perspectives of learner and teachers. Bahçeşehir University, Istanbul, Turkey.
- Aral, B. (2018). The impact of emotions on the well-being of the English preparatory program instructors: A Turkish case. Bahçeşehir University, Istanbul, Turkey.
- Vermez, K. (2018). The process of peer coaching strategy regarding the teaching skills of novice EFL teachers: A case study. Bahçeşehir University, Istanbul, Turkey.
- Körlü, H. (2017). The impact of Quizlet on performance and vocabulary on learning in Turkish EFL Learners. Bahçeşehir University, Istanbul, Turkey. Bahçeşehir University, Istanbul, Turkey.
- Karakaya, B. (2017). Self-assessment in second language speaking ability: An evaluation of students' accuracy and perception of growth. Bahçeşehir University, Istanbul, Turkey.
- Seval, D. (2017). A language focused needs analysis for EFL speaking in preparatory programs: A case in Turkey. Bahçeşehir University, Istanbul, Turkey.
- Köse, T. (2017). Investigating the use of a mobile flashcard application Rememba on the vocabulary development and motivation of Turkish EFL learners. Bahçeşehir University, Istanbul, Turkey.
- Warren, B. O. (2017). Perceiving the binary: An attitudinal assessment of educational curricula by native and non-native English teachers. Bahçeşehir University, Istanbul, Turkey.
- Şimşek, D. (2017). Needs-based course evaluation for 2nd grade English learners: A case from Turkey. Bahçeşehir University, Istanbul, Turkey.
- Sağlık, E. (2016). The impact of gamified game-based vocabulary teaching on success and motivation. Bahçeşehir University, Istanbul, Turkey.
- Yalçın, Ş. (2016). Utilizing textbook adaptation techniques: A case of the perspectives from novice and experienced EFL teachers in Turkey. Bahçeşehir University, Istanbul, Turkey.
- Balabakgil, B. (2016). The use of L1 as a teaching strategy by native and non-native EFL instructors at a language preparatory program in Turkey. Bahçeşehir University, Istanbul, Turkey.
- Page, H. M. (2016). Exploring the effects of task-based instruction (TBI) and traditional instruction (TI) on student motivation and vocabulary development in 5th grade Turkish EFL classrooms. Bahçeşehir University, Istanbul, Turkey.
- Doğan, Ş. E. (2016). Implementing explicit and implicit vocabulary instruction in 5th grade Turkish EFL classrooms: The impact on vocabulary Development. Bahçeşehir University, Istanbul, Turkey.
- Günbay, E. B. (2016). The use of authentic materials through 'Critical Friends Group (CFG)' as part of professional development: An exploratory case study. Bahçeşehir University, Istanbul, Turkey.
- Korkmaz, H. (2016). Evaluation of reading materials in the Speakout coursebook: From the perceptions and experiences of EFL instructors. Bahçeşehir University, Istanbul, Turkey.
- Erakman, N. (2015). Student burnout in English preparatory program at a Turkish university: A case study. Bahçeşehir University, Istanbul, Turkey.
- Tüzün, F. (2015). Erasmus teaching staff mobility: From the perceptions of Turkish ELT academics. Bahçeşehir University, Turkey.

- Öztürk, R. O. (2015). An evaluation of Master's program in English language teaching at a university in Istanbul, Turkey. Bahçeşehir University, Istanbul, Turkey.
- Cansever, M. Z. (2015). Perceptions of native and non-native EFL instructors about intercultural foreign language teaching. Bahçeşehir University, Istanbul, Turkey.
- Işık, M. (2015). The needs of K1-4 English language teachers for the design of an in-service teacher training program, Bahçeşehir University, Istanbul, Turkey.
- Ailar, S. (2014). Integration of cooperative learning in fifth grade EFL classrooms, Bahçeşehir University, Istanbul, Turkey.
- Aydemir, E. (2013). Perceptions of state and private university language preparatory program instructors related to integrating target culture in an EFL classroom, Yeditepe University, Istanbul, Turkey.
- Kazar, S. (2013). A needs analysis study on the perceptions of the learning and target needs of the students enrolled in an ESP program: A case study. Yeditepe University, Istanbul, Turkey.
- Karami, S. (2012). Emotions that experienced teachers feel about their students, colleagues and job. Guilan University, Iran.

5.2. Yükek Lisans Projeleri

- Kutarürk, B. (2015). The perceptions of Turkish EFL students about the use of native language in preparatory classes: A case study. Bahçeşehir University, Istanbul, Turkey.
- Asadi, A. (2014). Textbook evaluation in foreign language teaching, grade 7, English for schools, Prospect 1: The perceptions of students and teachers in Iranian public high schools. Bahçeşehir University, Istanbul, Turkey.
- Eren, Z. C. (2014). The perceptions of the language preparatory school students towards using language learning strategies in an EFL context: An explanatory case study. Yeditepe University, Istanbul, Turkey.
- Geçkinli, F. (2014). Content analysis of an English language preparatory program at a private university in Turkey: A Case Study. Yeditepe University, Istanbul, Turkey.
- Civanoğlu, E., B. (2013). The EFL instructors' perceptions about learner autonomy in language preparatory programs: A case study. Yeditepe University, Istanbul, Turkey.

1. Yayınlar

7.0. Uluslararası kitap editörlüğü

- Dikilitaş, K., Mede, E., & Atay, D. (2018). *Mentorship strategies in teacher education*, IGI Global.

7.1. Uluslararası kitaplarda yayımlanan bölümler

- Öztürk, R. Ö., & Mede, E. (2019). A Follow-Up Inquiry on the Evaluation of an English Language Teaching Master's Program in Turkey. In *Handbook of Research on Educator Preparation and Professional Learning* (pp. 148-168). IGI Global.

- **Mede, E.,** Coşgun, G., & Atay, D. (2019). NS/NNS models in teaching speaking. *The TESOL Encyclopedia of English Language Teaching*, 1-5.
- Dikilitaş, K., Dollar, K. Y. & **Mede E.** (2018). English Language Teachers' Perceptions of Involvement in High-Stakes Testing in Turkey. In D. Xerri, P. Vella Briffa (eds.). *Teacher Involvement in High-Stakes Language Testing* (pp. 233-244). Springer Publishing.
- Kapçık, A. C., Öztüfekçi, A., Ören, A. D., Kaplan, A., Uzunkaya, Ç. Y., & **Mede, E.** (2018). Mentoring University preparatory students through World Englishes (WEs)-integrated courses. In *Mentorship Strategies in Teacher Education* (pp. 77-96). IGI Global.
- **Mede, E.,** & Dollar, K. Y. (2017). Evaluation and facilitation of an in-service teacher training program: Impact on English primary teachers' classroom practices. In K. Dikilitaş & I. H. Erten (Eds.). *Facilitating in-service teacher training for professional development* (pp.230-245). IGI Global.
- Çiftçi, H., **Mede, E.,** & Atay, D. (2017). Çiftçi, H., Mede, E., & Atay, D. Action research as a professional development tool for pre-service English language teachers. In A. Burns, K. Dikilitaş, J. C. (Eds.), *Developing Insights into Teacher-Research*. (pp. 65-77). IATEFL ReSIG.
- Cansever M., Z., & **Mede E.** (2017). Integrating Culture in Language Preparatory Programs: From the Perspectives of Native and Nonnative English Instructors in Turkey. In K. Jones & J. R. Mixon (Eds.). *Intercultural responsiveness in the second language learning classroom* (pp. 16-35). IGI Global.
- Öztürk, R. O., & Mede, E. (2017). Evaluation of Master's Programs in English Language Teaching (ELT): A Turkish Case of Professional Development. In C. Martin & D. Polly (Eds.). *Handbook of research on teacher education and professional development* (pp. 616-635). IGI Global.
- Dikilitaş, K., Dollar, K. Y., & **Mede, E.** (2016). English language instructors' perceptions towards involvement in high-stakes testing (HSTs): A Turkey case. In D. Xerri & P. Vella Briffa (forthcoming). *Teacher involvement in high stakes language testing*. Sage Publication.
- Dollar, K. Y., & **Mede, E.** (2015). The impact of pre-service teachers' reflection on their instructional practices (209-219). In K. Dikilitaş (Ed.) *innovative professional development methods and strategies for STEM education* (pp. 209-219). IGI Global.
- **Mede, E.,** & Gürel, A. (2010). Acquisition of English articles in early bilingualism. In L. Roberts, M. Howard, M. O. Laoire, & D. Singleton (Eds.), *EUROSLA Yearbook 10* (pp. 193-219). Amsterdam: John Benjamins.

7.2.Uluslararası hakemli dergilerde yayımlanan makaleler

- **Mede, E.,** & Çınar, S. (2019). Implementation of content and language integrated learning and its effects on student motivation. *Latin American Journal of Content & Language Integrated Learning*, 11(2), 215-235.
- Çevikbaş, G., Yumurtacı, N., & Mede, E. (2019). Effects of songs on the development of vocabulary among first grade EFL learners. *Language Teaching and Educational Research*, 1(2), 101-120.
- Körlü, H., & **Mede, E.** (2018). Autonomy in vocabulary learning of Turkish EFL learners, *The EUROCALL Review*, 26 (2), 58-70.

- **Mede, E.**, Koparan, N., & Atay, D. (2018). Perceptions of students, teachers and graduates about civil aviation cabin services ESP program: An exploratory study in Turkey. In *Key issues in English for specific purposes in higher education* (pp. 157-175). Springer, Cham.
- Köse, T., & **Mede, E.** (2018). Investigating the use of a mobile EFL learners. *MEXTESOL Journal*, 42(4), 1-26.
- Şimşek, D., & **Mede, E.** (2018). Needs-based course evaluation of teaching and learning english in primary education: A case form a 2nd grade classroom. *Education*, 3(2), 13-27.
- Oliver, B. W., & **Mede, E.** (2018). Perceiving the binary: An attitudinal assessment of educational curricula by native and non-native English teachers. *Journal of International Social Research*, 11(59), 798-809.
- Erakman, N., & **Mede, E.** (2018). Student burnout at English preparatory programs: A case study. *International Journal of Educational Researchers*, 9(3), 17-31.
- Aral, B., & **Mede, E.** (2018). The Impact of Emotions on the Well-Being of the English Preparatory Program Instructors. *Journal of Higher Education & Science*, 12(3), 574-582.
- Çevikbaş, G., Yumurtacı, N., & **Mede, E.** (2018). Effects of songs on the development of vocabulary among first grade EFL learners. *Language Teaching and Educational Research*, 1(2), 101-120.
- **Mede, E.**, & Karairmak, Ö. (2017). The predictor roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety. *Journal of Teacher Education and Educators*, 6(1), 117-131.
- Gülşen, E., & **Mede, E.** (2017). Efficacy of multi-level extensive reading in young learners' reading motivation. *International Online Journal of Education and Teaching*, 4(4), 290-315.
- Coşgun, G., **Mede, E.**, & Atay, D. (2017). The use of speaking techniques by native and non-native English instructors: A case in Turkey. *International Journal of Learning and Teaching*, 9(4), 411-417.
- Page, H., M., & **Mede, E.** (2017). Comparing task-based instruction and traditional instruction on task engagement and vocabulary development in secondary language education. *The Journal of Educational Research*, DOI: 10.1080/00220671.2017.1391163
- Günbay, B., E. & **Mede, E.** (2017). Implementing authentic materials through critical friends group (CFG): A case from Turkey. *The Qualitative Report Journal*, 22(11), 3055-3074.
- Karakaya, B., & **Mede, E.** (2017). Students' accuracy and perceptions about self-assessment in English speaking classrooms. *The Journal of International Education Science (INES)*, 4(12), 265-280.
- Doğan, S., & Mede, E. (2017). A language focused needs analysis for EFL speaking in preparatory programs: A case in Turkey. *The Journal of International Education Science (INES)*, 4(12), 240-254.
- Gülşen, E., & **Mede, E.** (2017). Efficacy of multi-level extensive reading in young learners' reading motivation. *International Online Journal of Education and Teaching (IOJET)*, 4(4), 290-315.
- Dogan E., Ş., & **Mede, E.** (2016). A comparative study on the effectiveness of explicit and implicit instruction on the vocabulary development in 5th grade Turkish EFL classrooms, *ELT Research Journal*, 5(4), 241-260.

- Balabakgil, B., & **Mede, E.** (2016). The use of L1 as a teaching strategy by native and non-native EFL instructors at a language preparatory program in Turkey. *Advances in Language and Literary Studies*, 7(6), 15-35.
- Mede, E. (2017). Teachers' self-reported beliefs on developmentally appropriate and inappropriate practices in grade K-4 EFL classrooms, *Education 3-13*, 1-15.
- **Mede, E.**, & Işık, M. (2016). The needs of primary English teachers for an in-service teacher training program, *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 7(2), 1-30.
- Tüzün, F., & **Mede, M.** (2016). Erasmus teaching staff mobility: From the perceptions of Turkish ELT academics, *The Qualitative Report*, 21(4), 677-694.
- **Mede, E.**, & Dikilitaş, K. (2015). Teaching and learning sociolinguistic competence: teachers' critical perceptions. *Participatory Educational Research (PER)*, 2(3), 14-31.
- **Mede, E.**, & Shahamat, A. (2015). Integration of collaborative learning in grade K-5 EFL classrooms, *Education 3-13*, 1-16.
- Karami, S., Saryazdi, N., & Mede, E. (2014). The relationship between Iranian EFL teachers' age and their emotional attitudes. *Canadian International Journal of Social Science and Education*, 1(1), 1-25.
- Aydemir, E., & **Mede, E.** (2014). Perceptions of state university language preparatory program instructors related to integrating target culture in an EFL classroom. *International Journal of Arts and Sciences*, 7(1), 45-61.
- Mediha, N., & **Mede, E.** (2014). A comparative study on the effectiveness of using traditional and contextualized methods for enhancing learners' vocabulary knowledge in an EFL classroom. *Social and Behavioral Sciences*, 116, 3443-3448.
- **Mede, E.**, & Uygun, S. (2014). Evaluation of a language preparatory program: A case study. *ELT Research Journal*, 3(4), 201-221.
- **Mede, E.**, & Akyel, A. S. (2014). Design of a language preparatory program: A case study. *Journal of Theory and Practice in Education*, 10(3), 643-666.
- **Mede, E.**, Ayaz, D., Çalışır, K., Tural, C. & Akın, Ş. (2014). L1 Transfer in verb placement among Turkish EFL learners. *ELT Research Journal*, 3(2), 70-83.
- Ayemdir, E., & **Mede, E.** (2014). Integration of target culture in EFL classrooms. *Turkish Online Journal of Qualitative Inquiry*, 5(1), 13-38.
- **Mede, E.**, İnceçay, G., & İnceçay, V. (2013). Fostering learner autonomy through extensive reading: The case of oral book reports. *ELT Research Journal*, 2(1), 16-25.
- Mede, E. (2010). The effects of instruction on graphic organizers in terms of students' attitudes towards reading in English. *Social and Behavioral Sciences*, 2, 322-325.
- Mede, E. (2010). The effects of collaborative reflection on EFL teaching: A case study. *Social and Behavioural Sciences*, 2, 3888-3891.
- Eveyik-Aydin, E., Kurt, G., & **Mede, E.** (2009). Exploring the relationship between teacher beliefs and styles on classroom management in relation to actual teaching practices: A case study. *Social and Behavioral Sciences*, 1, 612-617.

7.3.Uluslararası bilimsel toplantılarda sunulan ve bildiri kitapçığında (*Proceedings*) basılan bildiriler

- Yücel, Z., Demir, E. B., Çakır, Z. C. & **Mede, E.** (2017). *CLIL and lesson planning: What lies behind it?* Paper presented at 4th International Conference on New Trends in Education (ICNTE), CLIL: Crafting Bilingual Minds, 17-18 November, Istanbul, Turkey.
- Sağlık, E., & **Mede, E.** (2017). *The impact of game-based (gamified) teaching on vocabulary development and of EFL learners: A Turkish case.* Paper presented at the International Conference on Social Sciences and Humanities (IBU-ICSSH2017), 12-14 May, 2017, Skopje, Macedonia.
- **Mede, E.** & Atay, D. (2016). *Exploring emotions of primary school English teachers: the Turkish case.* Paper presented at IJAS Academic Conferences, 16-20 April, Vienna, Austria.
- **Mede, E.** & Kutarürk, B. (2016). *The use of Turkish in English language preparatory schools: A facilitating tool or a language barrier?* Paper presented at 9th International ELT Research Conference, 12-14 May, Çanakkale, Turkey.
- Karakaya, B. & **Mede, E.** (2016). *Identifying lexical errors in A2 Turkish EFL learners: frequency of the use of confusing verbs in writing classes.* Paper presented at 9th International ELT Research Conference, 12-14 May, Çanakkale, Turkey.
- Köse, T., Çimen, E. & **Mede, E.** (2016). *Identifying lexical errors in A2 Turkish EFL learners: frequency of the use of confusing verbs in writing classes.* Paper presented at GlobELT Conference, 14-17 April, Antalya, Turkey.
- Çiftçi, H., **Mede, E.**, & Atay, D. (2016). *Action research as a professional development tool for pre-service EFL teachers.* Poster to be presented at IATEFL ReSIG/Bahçeşehir University, 24-25 June, Istanbul, Turkey.
- Mede, E. (2015). *Article acquisition in Serbo-Croatian/Turkish bilingual children.* Paper presented at Utrecht University, Utrecht, Netherlands.
- Tekiner Tolu, A., Keşli Dollar, Y., & **Mede, E.** (2014). *Examining an online community of practice for MA TEFL Thesis Students.* Paper presented at INTED, Valencia, Spain.
- Tekiner Tolu, A., **Mede, E.**, & Keşli Dollar, Y. (2014). *A revolutionary movement with ipad initiation in first and fifth grade classrooms.* Paper presented at INTED, Valencia, Spain.
- Mede, E. (2014). *Evaluation of a language preparatory program: A case study.* Paper presented at the 8th International ELT Research Conference, Çanakkale, Turkey.
- Uygun, S., & **Mede, E.** (2014). *Program evaluation of the academic writing course at a Turkish private university.* Paper presented at 1st Euroasian Educational Research Conference, Turkey.
- Uygun, S., & **Mede, E.** (2014). *The effect of vocabulary knowledge in L2 reading.* Paper presented at Language in Focus (LIF) Conference, Turkey.
- Civanoğlu, E. B., & **Mede, E.** (2014). *The EFL instructors' perceptions about learner autonomy in language preparatory programs: A case study.* Paper presented at International Conference on Education and Social Sciences (INTCESS 14), Turkey.

- Eren, Z. C., & **Mede, E.** (2014). *The perceptions of the language preparatory school students towards using language learning strategies in an EFL context: an explanatory case study*. Paper presented at International Conference on Education and Social Sciences (INTCESS 14), Turkey.
- **Mede, E.**, Ayaz, D., Çalışır, K., Tural, C., & Akin, Ş. (2014). *L1 transfer in verb placement among Turkish EFL learners*. Paper presented at the 4th International Conference on Foreign Language Teaching and Applied Linguistics (FLTAL), Sarajevo, Bosnia.
- Kazar, S. G., & **Mede, E.** (2014). *The ESP students' and instructors' perceptions about students' learning needs: an explanatory case study*. Paper presented at the International Teacher Education Conference (ITEC), Dubai.
- Kazar, S. G., & **Mede, E.** (2014). *The perceptions of ESP students' target needs: A case study*. Paper presented at the 5th World Conference on Educational Sciences, Malta.
- Aydemir, E., & **Mede, E.** (2013). *Perceptions of state university language preparatory program instructors related to integrating target culture in an EFL classroom*. Paper presented at the *International Journal of Arts & Sciences (IJAS)* Conference for Academic Disciplines, Freiburg, Germany.
- Narin, M., & **Mede, E.** (2012). *A comparative study on using traditional and contextual methods for effective vocabulary teaching in an EFL classroom*. Paper presented at the 5th World Conference on Educational Sciences, Rome, Italy.
- Mede, E. (2012). *A needs assessment study of a language preparatory program in terms of the students' reading and writing abilities*. Paper presented at the FLTAL Conference, Sarajevo, Bosnia.
- **Mede, E.**, & Gürel, A. (2009). *The acquisition of English articles in early bilingualism: The case of a Serbo-Croatian-English bilingual child*. Paper presented at the EUROSLA Conference, Cork, Ireland.
- Eveyik-Aydin, E., Kurt, G., & **Mede, E.** (2009). *Exploring the relationship between teacher beliefs and styles on classroom management in relation to actual teaching practices: A case study*. Paper presented at the World Conference on Educational Sciences, Nicosia, North Cyprus.
- **Mede, E.**, & O'neill, M. (2005). *Whole school approaches: The student as an individual*. Paper presented at the International Conference, Rome, Italy.

7.4.Ulusal hakemli dergilerde yayımlanan makaleler

- **Mede, E.**, & Atay, D. (2017). English language teachers' assessment literacy: The Turkish context. *Ankara Üniversitesi TÖMER Dil Dergisi*, 168(1), 43-60.
- Akyüz, A., Tanış, A., Khalil, E., Ardıç, Ö., & **Mede, E.** (2017). Effects of videos on students' knowledge of the target language culture. *İnönü University Journal of Faculty of Education*, 18(3), 162-174.
- Korkmaz, H. G., & **Mede, E.** (2017). Investigating the effectiveness of the reading materials in an English language coursebook: A case from Turkey. *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 9-27.
- Cansever, M., Z., & **Mede, E.** (2016). Perceptions of native and nonnative EFL instructors in relation to intercultural foreign language teaching. *Abant İzzet Baysal Eğitim Fakültesi Dergisi*, 16(1), 75-94.

- **Mede, E., & Kazar, S. G. (2014).** Students' and teachers' perceptions of the learning and target needs in English for Specific Purposes (ESP) program. *Kastamonu University Journal of Faculty of Education*, 23(2), 479-498.
- Mede, E. (2014). Teachers' perceived beliefs and reported practices in two distinct contexts: Turkey and Macedonia. *Doğuş University Journal*, 15(2), 235-248.
- Mede, E. (2009). An analysis of relations among personal variables, perceived self-efficacy and social support on burnout among Turkish EFL teachers. *İnönü University Journal of Faculty of Education*, 10(2), 39-52.

7.5. Ulusal kitaplarda yayımlanan bölümler

- **Mede, E., & Dollar, K. Y. (2017).** Assessing Reading Skills. In E. Solak (Ed.). *Assessment in Language Teaching* (pp. 73-85). Pelikan Yayıncılık. Ankara.
- **Mede, E., & Dollar, K. Y. (2016).** Teaching reading skills. In E. Solak (Ed.). *Teaching language skills for prospective English teachers* (pp. 1-28). Pelikan Yayıncılık. Ankara.

7.6. Ulusal bilimsel toplantılarda sunulan ve bildiri kitapçığında basılan bildiriler

- Mede, E. (2015). *Yabancı dil öğretmenleri nasıl yetiştirilmeli? Uygulamadan örnekler*. Paper presented at Yabancı Dil Ağırlıklı 5. Sınıf Programı Paneli, Bahçeşehir University, Turkey.
- Çiftçi, H., & **Mede, E. (2014).** *Social learning and second language acquisition in early childhood: The zone of proximal development*. Paper Presented at the 1st International Conference on New Trends in Education, Bahçeşehir University, Turkey.
- Mede, E. (2010). *The effects of instruction on graphic organizers in terms of Students' Attitudes towards Reading in English*. Paper presented at the World Conference on Educational Sciences, Bahçeşehir University, Turkey.
- Mede, E. (2010). *The effects of collaborative reflection on EFL teaching: A case study*. Paper presented at the World Conference on Educational Sciences, Bahçeşehir University, Turkey.
- Mede, E. (2009). *The importance, performance and difficulty in designing a language program at the ELT department*. Paper presented at the ELT Conference, Maltepe University, Turkey.
- Mede, E. (2008). *The Crosslinguistic influence in article use of bilingual children*. Paper presented at the 6th Postgraduate Conference in Linguistics and Language Teaching, Middle East Technical University, Ankara, Turkey.
- **Mede, E. & O'neill, M. (2004).** *Öğretim desteği ve öğrenim ortamı*. Paper presented at Eğitimde İyi Örnekler Konferansı, Sabancı University, Turkey.

2. İdari Görevler ve İş Deneyimi

- **2017-** Enstitü Müdürü, Eğitim Bilimleri Enstitüsü, Bahçeşehir Üniversitesi, Türkiye.
- **2016-2017** Enstitü Müdür Yardımcılığı, Eğitim Bilimleri Enstitüsü, Bahçeşehir Üniversitesi, Türkiye.
- **2015-2018** Bölüm Başkanı, Eğitim Bilimleri Fakültesi, İngilizce Öğretmenliği, Bahçeşehir Üniversitesi, Türkiye.
- **2015-** Doktora Koordinatörlüğü, İngiliz Dili Eğitimi Yüksek Lisans Programı, Eğitim Bilimleri Enstitüsü, Bahçeşehir Üniversitesi, Türkiye.
- **2014-2015** Yüksek Lisans Koordinatörlüğü, İngiliz Dili Eğitimi Yüksek Lisans Programı, Eğitim Bilimleri Enstitüsü, Bahçeşehir Üniversitesi, Türkiye.
- **2013-** Yrd. Doç., Eğitim Bilimleri Fakültesi, İngilizce Öğretmenliği Bölümü, Bahçeşehir Üniversitesi, Türkiye.
- **2012-2013** Yrd. Doç., Eğitim Fakültesi, İngilizce Öğretmenliği, Yeditepe Üniversitesi, Türkiye.
- **2012-2013** Bölüm Başkan Yardımcılığı, Eğitim Fakültesi, İngilizce Öğretmenliği, Yeditepe Üniversitesi, Türkiye.
- **2012-2013** Erasmus Koordinatörlüğü, Eğitim Fakültesi, İngilizce Öğretmenliği, Yeditepe Üniversitesi, Türkiye.
- **2009-2012** İngilizce Öğretmenliği Hazırlık Programı Koordinatörlüğü, Eğitim Fakültesi, İngilizce Öğretmenliği, Yeditepe Üniversitesi, Türkiye.
- **2006-2009** Okutman, Hazırlık Programı, Yeditepe Üniversitesi, Türkiye.
- **2003-2006** Bölüm Başkanı Yardımcılığı, İngilizce Bölümü, Doğu Okullar Grubu, Türkiye.
- **2002-2006** İngilizce Öğretmeni, Doğu Okullar Grubu, Türkiye.

Son iki yılda verdiğiniz lisans ve lisansüstü düzeydeki dersler için aşağıdaki tabloyu doldurunuz.

Akademik Yıl	Dönem	Dersin Adı	Haftalık Saati		Öğrenci Sayısı
			Teorik	Uygulama	
2017-2018	Güz	Second Language Acquisition	3	3	38
		Teaching Language Skills II	2	2	12
	Bahar	Syllabus Design and Evaluation in Language Education	3	-	38
		Teaching English to Young Learners	2	2	32
2016-2017	Güz	Second Language Acquisition	3	-	49
		Teaching Language Skills II	2	2	12
	Bahar	Curriculum Development for ESP	3	-	28
		Teaching Language Skills I	2	2	12

Konferans/Seminer düzenleme çalışmaları:

- 2017 - IATEFL ReSIG Teachers Research! Bahçeşehir University, Istanbul.
- 2016 - IATEFL ReSIG Teachers Research! Bahçeşehir University, Istanbul.
- 2015 - 2nd International Conference on New Trends in Education: “STEM Education:
Establishing a Bridge across Contexts” Bahçeşehir University, Istanbul.
- 2014 – MA TEFL Research Summit, Bahçeşehir University, Istanbul.
- 2014- International Conference on New Trends in Education: Early Childhood Education, Bahçeşehir University, Istanbul.
- 2013 - ECER Creativity and Innovation in Educational Research, Bahçeşehir University, Istanbul.

Diğer

- 2015- Hakemlik, Journal of Education and Training Studies
(<http://jets.redfame.com>)
- 2014- Hakemlik, ELT Research Journal (<http://dergipark.ulakbim.gov.tr/eltrj/>)
- 2013- Hakemlik. Doğu Üniversitesi Derigisi (<http://journal.dogus.edu.tr>)
- 2012- Hakemlik. Reading in a Foreign Language Journal
(<http://nflrc.hawaii.edu>)

