

CURRICULUM VITAE

ENİSA MEDE (PhD)

Asst. Prof. of Foreign Language Education

EDUCATION

- Ph.D., Yeditepe University, Department of Foreign Language Education, Istanbul, Turkey, 2012.
- M.A., Yeditepe University, Department of Foreign Language Education, Istanbul, Turkey, 2007.
- B.A., Boğaziçi University, Department of Foreign Language Education, Istanbul, Turkey, 2001.

EMPLOYEMENT

- September 2013-Present: *Assistant Professor*, Bahçeşehir University, Department of Foreign Language Education.
- September 2012-2013: *Assistant Professor*, Yeditepe University, Department of Foreign Language Education.
- September 2006-2012: *Instructor*, Yeditepe University, School of Foreign Languages.
- September 2001-2006: *English Teacher*, Doğuş Groups of Schools.

RESEARCH INTERESTS

- Program design and evaluation in language education.
- Foreign language teacher education.
- Second language development in young learners.
- Morphological processing in early bilingualism.
- Sentence processing in early bilingualism.
- Bilingual education.

M.A. THESES SUPERVISION

- Karakaya, B. (2017). Self-assessment in second language speaking ability: An evaluation of students' accuracy and perception of growth. 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.

- 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, 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, Turkey.
- Doğan, Ş. E. (2016). Implementing Explicit and Implicit Vocabulary Instruction in 5th Grade Turkish EFL Classrooms: The Impact on Vocabulary Development. Bahçeşehir University, 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, Turkey.
- Korkmaz, H. (2016). *Evaluation of Reading Materials in the Speakout Coursebook: From the Perceptions and Experiences of EFL Instructors*. Bahçeşehir University, Turkey.
- Erakman, N. (2015). *Student Burnout in English Preparatory Program at a Turkish University: A Case Study*. Bahçeşehir University, 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, Turkey.
- Cansever, M. Z. (2015). Perceptions of Native and Non-native EFL Instructors about *Intercultural Foreign Language Teaching*. Bahçeşehir University, Turkey.
- Işık, M. (2015). *The Needs of K1-4 English Language Teachers for the Design of an In-Service Teacher Training Program*, Bahçeşehir University, Turkey.
- Ailar, S. (2014). *Integration of Cooperative Learning in Fifth Grade EFL Classrooms*, Bahçeşehir University, 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, 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, Turkey.
- Karami, S. (2012). *Emotions that experienced teachers feel about their students, colleagues and job*. Guilan University, Iran.

M.A. PROJECT SUPERVISION

- Kutarürk, B. (2015). *The Perceptions of Turkish EFL Students about the Use of Native Language in Preparatory Classes: A Case Study*. Bahçeşehir University, 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, 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, Turkey.
- Geçkinli, F. (2014). *Content Analysis of an English Language Preparatory Program at a Turkish Private University in Turkey: A Case Study*. Yeditepe University, Turkey.
- Civanoğlu, E. B. (2013). *The EFL Instructors' Perceptions about Learner Autonomy in Language Preparatory Programs: A Case Study*. Yeditepe University, Turkey.

PUBLICATIONS

Book Chapters published in National and International Books

- **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. (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.
- 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.
- Öztürkrk, 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.

- **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.
- Dikilitaş, K., Keşli Dollar, 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.
- Keşli Dollar, Y., & **Mede, E.** (2015). The impact of pre-service teachers' reflection on their instructional practices (209-219). In K. Dikilitas (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.

Articles published in Peer Reviewed International Journals

- 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.
- Cansever, Mutlu, Z, & **Mede, E.** (2016). Perceptions of native and non-native EFL instructors in relation to intercultural foreign language teaching. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16 (1), 75-94.
- Mede, E. (2016). 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.

Articles published in Peer Reviewed National Journals

- Akyüz, A., Tanış, A., Khalil, E., Ardiç, 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.
- 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. (2015). 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.

Conference Presentations

- 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.
- Mede, E. (2015). *Yabancı dil öğretmenleri nasıl yetiştirilmeli? Uygulamadan örnekler*. Paper presented at Yabancı Dil Ağırlıklı 5. Sınıf Programı Paneli, Bahçeşehir University, Turkey.
- 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.
- 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.
- 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 12 reading*. Paper presented at Language in Focus (LIF) Conference, Turkey.
- Civanoglu, 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., Calisir, 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. (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.,** & 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. (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. (2005). *Whole school approaches: The student as an individual.* Paper presented at the International Conference, Rome, Italy.
- **Mede, E.** & O'neill, M. (2004). *Öğretim desteği ve öğrenim ortamı.* Paper presented at Eğitimde İyi Örnekler Konferansı, Sabancı University, Turkey.

Conferences Organized

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

ADMINISTRATIVE RESPONSIBILITIES/DUTIES

- **2015-Present:** Department Chair, Bahçeşehir University, Department of Foreign Language Education.
- **2016-Present:** Vice Director of the Institute of Educational Sciences, Bahçeşehir University.
- **2015-2017:** Ph.D. Program Coordinator, Bahçeşehir University, Department of Foreign Language Education.
- **2013-2015:** M.A. Program Coordinator, Bahçeşehir University, Department of Foreign Language Education
- **2012-2011:** ERASMUS Coordinator, Yeditepe University, Department of Foreign Language Education.
- **2009-2012:** ELT Preparatory Program Coordinator, Yeditepe University, Department of Foreign Language Education.
- **2002-2006:** Primary Program Coordinator, Doğuş Groups of Schools, English Language Teaching.

TEACHING EXPERIENCE

Alcala University, Alcala, Spain

- Spring 2011, ERASMUS Teaching Staff Mobility: Second Language Development in Young Learners, Department of English Language Teaching.

Graduate courses taught:

Second Language Acquisition
Syllabus Design and Evaluation in Language Education

Undergraduate courses taught:

Teaching Language Skills I/II
Teaching Young Learners
School Experience
Teaching Practicum

REFEREING/PEER REVIEWING

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

FOREIGN LANGUAGES

- English (near-native)
- Serbo-Croatian (mother tongue)
- Macedonian (native)
- Russian (upper-intermediate level of proficiency)