

## ÖZGEÇMİŞ VE ESERLER LİSTESİ

### ÖZGEÇMİŞ

- 1. Adı Soyadı:** Derin Atay
- 2. Doğum Tarihi:** 15 Mayıs 1964
- 3. Unvanı:** Prof.
- 4. Öğrenim Durumu:**

Derece	Bölüm/Program	Üniversite	Yıl
Lisans	İngiliz Dili ve Edebiyatı	Boğaziçi Üniversitesi	1987
Y. Lisans	İngiliz Dili Eğitimi	Boğaziçi Üniversitesi	1996
Doktora/S.Yeterlik/	İngiliz Dili Eğitimi	Boğaziçi Üniversitesi	2001

### 5. Akademik Unvanlar

Doçentlik tarihi: 2006

Profesörlük tarihi: 2013

### 6. Yönetilen Yüksek Lisans ve Doktora Tezleri

#### 6.1. Yüksek Lisans tezleri

Ülke, H. The effects of metacognitive strategy training on the English listening comprehension of Turkish students, Marmara Üniversitesi, 2014.

Güner, C. The effects of critical thinking based instruction on pre-service EFL teachers' critical thinking disposition level, English reading self-efficacy level and English writing performance, Marmara Üniversitesi, 2015.

Bayram, D. The effects of webquest-supported critical thinking instruction on the critical thinking disposition level and L2 writing performance of Turkish pre-service EFL teachers. Marmara University, 2015.

Goncü, S. Investigating the effects of intercultural communicative competence integrated instruction through the development of intercultural communicative competence scales, Bahcesehir Üniversitesi, 2016.

Gunduz, M. The effects of critical thinking based instruction on Turkish EFL student's critical thinking disposition level, critical reading self efficacy level, English writing performance and opinions on critical thinking, Bahcesehir Üniversitesi, 2017.

Koparan. N. The effect of the keyword method on ESP vocabulary learning and retention. Bahçeşehir Üniversitesi, 2017.

Oz, S. The effects of mindfulness Training on students' L2 Speaking anxiety, willingness to communicate, level of mindfulness and L2 speaking performance, Bahcesehir Universitesi, 2017.

Khalil, E. Effects of debate instruction on Turkish EFL learners' L2 speaking anxiety, L2 speaking anxiety, L2 speaking and writing performance. Bahçeşehir Üniversitesi, 2018.

Yavuz, A.C. The effects of differentiated instruction on Turkish students' L2 achievement and student and teacher perceptions. Bahcesehir Universitesi, 2018.

Akyüz, A. Integrating global citizenship education into English teacher education pedagogy: with reference to the UN sustainable goals. Bahcesehir Universitesi, 2020.

Saban, C. The implementation of differentiated instruction in higher education EFL classrooms. Bahcesehir Universitesi, 2020.

## Yayınlar

### 7.1. Uluslararası hakemli dergilerde yayımlanan makaleler (SCI & SSCI & Arts and Humanities)

Bayram, D. , Ozturk, R.Ö., & Atay, D. (2019). Reading comprehension and vocabulary size of CLIL and NonCLIL students : A comprehensive study. *Language Teaching and Educational Research*, 2,2, 1-14.

Bayram, D. , Kurt, G. Atay, D. (2019) The implementation of webquest-supported critical thinking instruction in pre-service teacher education: The Turkish context, *Participatory Educational Research*, 6. 2. 144-157.

Kartal, M.G. & Atay, D. (2019). Corrective feedback on writing in EFL contexts: Comparison of two approaches. *Eurasian Journal of Applied Linguistics*, 5 3 385-401.

Atay, D. & Ece, A. (2009). Multiple Identities as Reflected in English-Language Education: The Turkish Perspective, *Journal of Language, Identity and Education*, 8:1, 21-34.

Atay, D. (2008). Teacher Research for Professional Development, *ELT Journal*, 62,2, 139-147.

Atay, D. (2007). Beginning Teacher Efficacy and the Practicum in an EFL Context, *Teacher Development*, 11, 2, 203-219.

Atay, D. & Kurt, G. (2006). Prospective Teachers and L2 Writing Anxiety, *Asian EFL Journal*,

Atay, D. & Kurt, G. (2006). Elementary School EFL Learners' Vocabulary Learning: The Effects of Post-Reading Activities, *The Canadian Modern Language Review*,

Atay, D. & Ozbulgan, C. (2006). Memory Strategy Instruction, Contextual Learning and ESP Vocabulary Recall, *English for Specific Purposes*, 26, 39-51.

Atay, D. (2005). Raising the Pragmatic Consciousness of Turkish Prospective EFL Teachers, *Eurasian Journal of Educational Research*, 20, 48-61.

Atay, D. (2005). Reflections on the Cultural Dimension of Language Teaching", *Language and Intercultural Communication*, 5, 3 & 4, 223-237.

Atay, D. (2004). Collaborative Dialogue with Student Teachers as a Follow-up to Teacher In-service Education and Training, *Language Teaching Research*, 8, 2, 143-163.

## **7.2. Uluslar arası diğer hakemli dergilerde yayınlanan makaleler**

Tülek, M. & Atay, D. (2017). The effects of video shooting project on learner autonomy. *International Journal of Language Academy*, 5, 5, 134-150.

Mede, E., Coşgun, G. & 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.

Atay, D. (2006). Teachers' Professional Development: A Partnership in Research", *Journal TESL-EJ*.10, 2,1-15

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

Atay, D. & Ersin, P. (2019). Effects of Erasmus+ experience on preservice teachers' intercultural competence. The IIER international conference, Hanoi Vietnam.

Atay, D. & Mede, E. (2017). Intercultural Communicative Competence of Turkish ELT Teachers. IAFOR International Academic Forum, Kobe, Japan, 13-15 May.

Yılmaz, M. & Atay, D. (2017). The Effects of Video Shooting Project on Learner Autonomy. CUELT Çukurova International ELT Teacher Conference (3rd), 20-21 April.

Atay, D. & Mede, E. (2016). English as an additional or international or global or world Englishes? A real quandary in the Turkish context. E-factor, Napoli Universitesi.

Şaban, C. & Atay, D. (2016). Training Teachers for Writing Assessment: Online or Face-to-face?". Paper Presentation. IATEFL Teacher Research SIG Event. Bahçeşehir University, Istanbul, 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, İstanbul, Turkey.

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.

Atay, D. (2015). Critical Thinking Teachable in Tertiary Education? Refresh: The changing role of freshman English, Sabancı University.

Atay, D. & Kurt, G. (2013). Effects of classroom management coursework on the preparedness of Turkish pre-service teachers, *Conference of the International Journal of Arts and Sciences*, 6,2,231-236.

## **7.4. Yazılan uluslararası kitaplar veya kitaplarda bölümler**

Çolakoglu, M. & Atay, D. (2019). Understanding assessment experiences and perceptions of international students in higher education. In M.Kline (ed.), *Contemporary Perspectives on Research in Educational Assessment*, Brill Publishing.

Hasirci, B. , Karakuzular, D. & Atay, D. (2018). Assessment literacy of Turkish teachers of English language. In M. Kline (ed.) *International Trends in Educational Assessment*, Brill Publishing, 86-104.

Cosgun, G. & Atay, D. (2018). Investigating the impacts of a mentoring model on experienced EFL teachers at tertiary level. K. Dikilitaş, Mede, E. & Atay, D. (eds.) *Mentorship Strategies in Teacher Education*. IGI Global.

Atay, D., Kurt, G. & Kaşlıoğlu, Ö. (2017). Collaborative teacher development on teaching World Englishes. K. Dikilitaş & İ. H. Erten (Eds.). *Facilitating In-Service Teacher Training for Professional Development*. (pp. 163-182). IGI Publications.

Kurt, G. & Atay, D. (2016) The effects of podcasting on Turkish pre-service teachers' foreign language anxiety and attitudes towards technology integration. In M. Rahman (Ed.) *Integrating Technology and Culture: Strategies and Innovations in ELT* (pp. 152-170). Yking Books: Jaipur.

Kurt, G. & Atay, D. (2015) The effects of podcasting on Turkish preservice teachers' foreign language performance, in *Integrating Technology and Culture: Strategies and Innovations in ELT*. Pg. 152-170, Yking Books..

Atay, D. (2014) Teaching to multiple intelligences. In S. Celik (ed.) *Approaches and Principles in English as a foreign language Education* (pp. 297-323). Norsten Ltd: Ankara.

Atay, D. (2012). Changing pre-service teachers' epistemological beliefs about teaching and learning English, in *Research Perspectives on Teaching and Learning English in Turkey*, pg. 59-73, Peter Lang, Frankfurt.

Atay, D. (2007). Primary School EFL Teachers as Researchers" in *Language Teacher Research in Europe*, TESOL Publications, .

Atay, D. (2007). The Impact of Discrete and Interactive Post-reading Tasks on Vocabulary Learning, in *Teaching and Learning Vocabulary In Another Language*, TESOL Publications, .

Atay, D. (2008). The Beliefs and Dilemmas of Turkish Prospective Teachers of English, in *Global English Language Teacher Education*, TESOL Publications,

Atay, D. (2005). The Effects of Action Research on the Professional Competence of English Foreign Language Teachers", in *Bridging Individual, Organisational, and Cultural Aspects of Professional Learning*, Roderer: Regensburg, 2005.

### **7.5 Ulusal hakemli dergilerde yayınlanan makaleler**

Kurt, G. & Atay, D. (2007). The effects peer feedback on the writing of anxiety of prospective EFL teachers, *Journal of Theory and Practice in Education*, 3, 12-23.

Kurt, G. & Atay, D. (2006). Language learning strategies used by Turkish 6th and 8th graders. *Hasan Ali Yücel Eğitim Fakültesi Dergisi*, Istanbul University, 2, 123-139.

Atay, D. (2005). Cultural Dimension of Language Teaching: The Perspectives of Turkish EFL Teachers, *Litera*, 17, 1-17.

Atay, D. (2004). The Effects of Extensive Reading on the Attitudes of Turkish EFL Learners toward L2 Reading, *Marmara Üniversitesi Eğitim Bilimleri Dergisi*, 19, 17-26.

Atay, D. (2004). İngilizce Öğretmenlerinin Motivasyon Stratejileri”, İstanbul Üniversitesi Hasan Ali Yücel Eğitim Fakültesi Dergisi, 1, 99-109, 2004.

Atay, D. (2003). Öğretmen Adaylarına Yansıtımaı Öğretmek: Portfolyo Çalışması. Kuram ve Uygulamada Eğitim Yönetimi, 36, 508-527.

### 7.6. Ulusal bilimsel toplantılarda sunulan ve bildiri kitabında basıla bildiriler

Atay, D. (2005). İngilizce Öğretmen Adaylarının Pragmatik Bilinçlerinin Geliştirilmesi, XIX.Ulusal Dilbilim Kurultayı, 96-106, Harran Üniversitesi, Urfa.

### 7.7. Diğer yayımlar

Atay, D. Öğretmen Eğitiminin Değişen Yüzü, Nobel Yayıncılık, 2003.

**9. Bilimsel Kuruluşlara Üyelikler :** TESOL, IATEFL

**10. Ödüller :** Boğaziçi Üniversitesi Sosyal Bilimler Tez Ödülü, 1997.

Marmara Üniversitesi Akademik Başarı Ödülü, 2014

**11. Son iki yılda verdiği lisans ve lisansüstü düzeydeki dersler** (Açılmışsa, yaz döneminde verilen dersler de tabloya ilave edilecektir):

Akademik Yıl	Dönem	Dersin Adı	Kredi	AKTS	Öğrenci Sayısı
2017-2018	Güz Dönemi	ELT6020 İkinci Dil Ediniminde İleri Düzey Seminer	3	12	16
2017-2018	Bahar Dönemi	EDT5002 Eğitimde Araştırma Yöntemleri	3	8	25
		ELT2004 Uygulamalı Dilbilim	3	5	64
		ELT5888-2 Tez	0	30	4
		ELT6021 Öğretmen Eğitiminde İleri Düzey Seminer	3	12	10
		ELT6888-2 Doktora Tezi	0	30	1
		ELT6888-3 Doktora Tezi	0	30	1
2018-2019	Güz Dönemi	EDS4004 Öğretmenlik Stajı	5	10	8
		EDT5002 Eğitimde Araştırma Yöntemleri	3	8	25
		ELT5887 Seminer	0	6	1
		ELT5888-1 Tez	0	30	1
		ELT5888-2 Tez	0	30	1
		ELT6020 İkinci Dil Ediniminde İleri Düzey Seminer	3	12	7
		ELT6887 Seminer	0	6	2
		ELT6888-1 Doktora Tezi	0	30	2
		ELT2004 Uygulamalı Dilbilim	3	5	86
		ELT5887 Seminer	0	6	1
		ELT5887-1 Tez	0	30	1
		ELT5887-2 Tez	0	30	2
		ELT6021 Öğretmen Eğitiminde İleri Düzey Seminer	3	12	17

2018-2019	Bahar Dönemi	ELT6887 Seminer	0	30	2
		ELT6888-1 Doktora Tezi	0	30	2
		ELT6888-2 Doktora Tezi	0	30	2
		ELT6888-3 Doktora Tezi	0	30	1
2019-2020	Güz Dönemi	EDS4004 Öğretmenlik Stajı	5	10	8
		ELT5887 Seminer	0	6	4
		ELT5888-1 Tez	0	30	4
		ELT5888-2 Tez	0	30	1
		ELT6020 İkinci Dil Ediniminde İleri Düzey Seminer	3	12	12
		ELT6887 Seminer	0	6	1
		ELT6888-1 Doktora Tezi	0	30	1
		ELT6888-2 Doktora Tezi	0	30	2
		ELT6888-3 Doktora Tezi	0	30	2
		ELT6888-4 Doktora Tezi	0	30	1

#### 14. Paneller, Sunumlar ve Etkinlikler

