ÖZGEÇMİŞ VE ESERLER LİSTESİ

Adı Soyadı: Reyhan Ağçam

Öğrenim Durumu: Doktora

İletişim Bilgileri

E-posta: reyhanagcam@gmail.com,   reyhanagcam@ksu.edu.tr

Tel: +90 344 300 1316

Faks: +90 344 300 1302

Derece	Bölüm/Program	Üniversite	Yıl
Lisans	İngilizce Öğretmenliği	Çukurova Üniversitesi	2006
Y. Lisans	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2008
Doktora	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2014

Yüksek Lisans Tez Başlığı (özeti ekte) ve Tez Danışman(lar)ı:

"Second Language Acquisition of Any-Type Negative Polarity Items in English by Turkish Adult Learners"

Yrd. Doç. Dr. Cem CAN

Doktora Tezi Başlığı (özeti ekte) ve Danışman(lar)ı:

"A Corpus-Based Study on Author Stance in Academic English"

Doç. Dr. Cem CAN

Görevler:

Görev Unvanı	Görev Yeri	Yıl
Öğretmen	MEB, Gaziantep Burç İlköğretim Okulu	2007-2010
Uzman	Osmaniye Korkut Ata Üniversitesi	2010-2012
Okutman	Kahramanmaraş Sütçü İmam Üniversitesi	2012-2015
Yardımcı Doçent	Kahramanmaraş Sütçü İmam Üniversitesi	2015-

İdari Görevler:

Görev Unvanı	Görev Yeri	Yıl
Müdür Yardımcısı	KSÜ, Yabancı Diller Yüksekokulu	2013-2015
Bölüm Başkanı	KSÜ, Yabancı Diller Yüksekokulu, Modern Diller Bölümü	2013-2015
Bölüm Başkanı	KSÜ, Yabancı Diller Eğitimi	2015-
Anabilim Dalı Başkanı	KSÜ, Yabancı Diller Eğitimi, İngiliz Dili Eğitimi	2015-
Dekan Yardımcısı	KSÜ, Eğitim Fakültesi	2017-

Ödüller:

MEB, Gaziantep Burç İlköğretim Okulu/ İngilizce Öğretmenliği/ Teşekkür Belgesi

TUBİTAK 2224 Yurt Dışı Bilimsel Etkinliklere Katılma Desteği Programı/ Mayıs 2014

(Kobe Üniversitesi tarafından 31 Mayıs-1 Haziran tarihleri arasında düzenlenen 2nd International Symposium:

Learner Corpus Studies in Asia and the World (LCSAW) adlı etkinlikte sunulan bildiri için katılım desteği sağlanmıştır. http://www.tubitak.gov.tr/sites/default/files/2224_-_a_mayis_2014_desteklenenler_duyuru.pdf)

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

Akademik Yıl	Dönem	Dersin Adı	Haftalık Saati		Öğrenci Sayısı
			Kuram	Uygulama	
2016-2017	Güz	GK105 Yabancı Dil I	3	---	60
		GK115 Yabancı Dil I	3	---	60
		GK205 Yabancı Dil I	3	---	53
	Bahar	GK106 Yabancı Dil II	3	---	60
		GK116 Yabancı Dil II	3	---	60
		GK206 Yabancı Dil II	3	---	53
2017-2018	Güz	GK 113 Yabancı Dil I	3	---	40
		GK115 Yabancı Dil I	3	---	60
	Bahar	GK 114 Yabancı Dil II	3	---	35
		GK116 Yabancı Dil II	3	---	60

ESERLER

A. Uluslararası hakemli dergilerde yayımlanan makaleler:

A1. Kırkgöz, Y. & **Ağçam, R.** (2011). Investigating culture in locally published textbooks in Turkish primary education. *CEPS (Center for Educational Policy Studies) Journal, 1*(1), 153-167. Ljublijana, Slovenya.

http://www.cepsj.si/pdfs/cepsj_1_1/cepsj_1_1_pp153_kirkgoez.pdf

A2. Kırkgöz, Y. & **Ağçam, R.** (2012). Investigating the written assessment practices of Turkish teachers of English at primary education. *The Journal of Language and Linguistic Studies, 8*(2), 119-136. http://www.jlls.org/vol8no2/119-136.pdf/

http://journaldatabase.info/articles/investigating_written_assessment.html

A3. Ağçam, R. (2014). A corpus-based study on epistemic adjectives in academic English. *American Journal of Educational Research, 2*(12): 1230-1236.
http://pubs.sciepub.com/education/2/12/16/index.html

A4. Ağçam, R. (2015). Author stance in academic writing: A corpus-based study on epistemic verbs. *Journal of Teaching English for Specific and Academic Purposes, 3*(1): 9-20.
http://espeap.junis.ni.ac.rs/index.php/espeap/article/view/213/158

A5. Kırkgöz, Y., Babanoğlu, M. P. & **Ağçam, R.** (2015). Corrective feedback in primary EFL classrooms in Turkey. *American International Journal of Social Sciences, 4*(3): 90-101.
http://www.aijssnet.com/journals/Vol_4_No_3_June_2015/11.pdf

A6. Ağçam, R. (2015). A corpus-based study on attitudinal stance in native and non-native academic writing. *International Journal of Humanities Social Sciences and Education (IJHSSE), 2*(8): 123-129.
https://www.arcjournals.org/pdfs/ijhsse/v2-i8/16.pdf

A7. Babanoğlu, M. P. & **Ağçam, R.** (2015). Explicit and implicit types of corrective feedback in Turkish primary education. *International Journal of Languages' Education and Teaching, 3*(2): 126-132.
http://www.ijlet.com/Makaleler/658473410_M.%20P%C4%B1nar%20Babano%C4%9Flu.pdf

A8. Ağçam, R. (2015). Author stance in doctoral dissertations of native and non-native speakers of English: A corpus-based study on epistemic adverbs. *Revista de Lenguas para Fines Específicos (LFE), 21*(2): 98-113. http://ojsspdc.ulpgc.es/ojs/index.php/LFE/article/viewFile/395/339.

A9. Ağçam, R., Çoban, M. & Karadeniz, Z. (2015). Second language acquisition of syntactic movement in English by Turkish adult learners. *Üniversitepark Bülten, 4*(1-2): 23-36.
http://unibulletin.com/index/arsiv/17/58/ DOI: 10.12973/unibulletin.412.3

A10. Ağçam, R. & Babanoğlu, P. (2016). An Investigation on EFL teachers' attitude toward teaching profession. *Higher Education Studies, 6*(3), 21-31. DOI: http://dx.doi.org/10.5539/hes.v6n3p21

A11. Babanoğlu, P. & **Ağçam, R.** (2016). Learner perceptions on EFL teaching practices in Turkish higher education. *Turkish Journal of Education, 5*(3): 119-129. DOI: 10.19128/turje.94535

A12. Ağçam, R. & Bulut, A. (2016). A corpus-based study on Turkish spoken productions of bilingual adults. *Universal Journal of Educational Research, 4*(9): 2032 – 2038. DOI: 10.13189/ujer.2016.040913

A13. Ağçam, R. & Özkan, M. (2016). Second language writing development of Turkish undergraduate students. *International Journal of Humanities and Social Science, 6*(7), 144-154. http://www.ijhssnet.com/journals/Vol_6_No_6_June_2016/14.pdf

A14. Ağçam, R. & Babanoğlu, P. (2016). Students' perceptions of language testing and assessment in higher education. *ÜNİVERSİTEPARK Bülten*, *5*(1–2): 66–77. http://unibulletin.com/files/2/articles/article_77/UB_77_article_5845c2a8af50a.pdf

A15. Ağçam, R. & Babanoğlu, P. (2016). Exploring self-efficacy beliefs of primary school teachers in Turkey. *European Journal of Education Studies, 2*(11): 121-132. DOI: http://dx.doi.org/10.5281/zenodo.200195
http://oapub.org/edu/index.php/ejes/article/view/366

A16. Ağçam, R. (2017). Investigating instructors' perceptions on the use of humour in higher education. *European Journal of Education Studies, 3*(2): 194-204. doi: 10.5281/zenodo.259493

A17. Ünsal, S. & **Ağçam, R.** (2017). Exploring teaching profession from a sociological perspective: Evidence from Turkey. *Universal Journal of Educational Research, 5*(5): 874-880. doi: 10.13189/ujer.2017.050519

A18. Ağçam, R. (2017). Contrastive discourse markers in native and non-native English academic writing. *Journal of Linguistics and Language Teaching, 8*(2): 155-171. https://sites.google.com/site/linguisticsandlanguageteaching/home-1/volume-8-2017-issue-2/volume-8-2017-issue-2--article-agcam

A19. Kırkgöz, Y., Babanoğlu, P. & **Ağçam, R.** (2017). Turkish EFL teachers' perceptions and practices of foreign language assessment in primary education. *Journal of Education and e-Learning Research, 4*(5): 163-170. DOI: 10.20448/journal.509.2017.44.163.170. http://www.asianonlinejournals.com/index.php/JEELR/article/view/1218/1074

A20. Ünsal, S., **Ağçam, R.** & Korkmaz, F. (2018). Analysing national development plans in Turkey regarding teacher training and employment. *International Online Journal of Education and Teaching, 5*(1): 132-148. http://iojet.org/index.php/IOJET/article/view/222/221

A21. Ünsal, S., **Ağçam, R.** & Aydemir, M. (2018). Humour-based Learning: From the Lens of Adolescents. *Multidisciplinary Journal of Educational Research- REMIE, 8*(1): 29-55. DOI: 10.17583/remie.2018.3169. http://dx.doi.org/10.17583/remie.2018.3169, http://hipatiapress.com/hpjournals/index.php/remie/article/view/3169/pdf

A22. Ağçam, R. & Babanoğlu, P. (2018). A comparative study on EFL textbooks in Turkish and German secondary public schools. *International Journal of Eurasia Social Sciences. 9*(32): 948-959. http://www.ijoess.com/Makaleler/852779941_3.%20948-959%20M.%20p%C4%B1nar%20babano%C4%9Flu.pdf

A23. Babanoğlu, P. & **Ağçam, R.** (2018). Explicit and Implicit Written Corrective Feedback in Higher FL Education: Evidence from Turkey. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*

B. Uluslararası bilimsel toplantılarda sunulan bildiriler:

B1. Ağçam, R. (2010). Second language acquisition of any-type NPIs by Turkish adult learners. *22nd International Conference on Second Language Acquisition and Foreign Language Learning*. University of Silesia, Szczyrk, Polonya, 27-29 Mayıs 2010.

B2. Kırkgöz, Y. &**Ağçam, R.** (2011). Investigating culture in locally published textbooks in Turkish primary education. *15th International INGED ELT Conference "Taking It to the Limits",* Hacettepe Üniversitesi, Ankara, Türkiye, 20-22 Ekim 2011.

B3. Ağçam, R., Çoban, M. & Karadeniz, Z. (2012). We like to move it: L2 acquisition of English syntactic movement in noun clauses by Turkish adult learners. *24th International Conference on Second Language Acquisition and Foreign Language Learning.* University of Silesia, Szczyrk, Polonya, 17-19 Mayıs 2012.

B4. Ağçam, R. (2014). Author stance in doctoral dissertations of native and non-native speakers of English: A corpus-based study on epistemic verbs. *LIF2014 -Language in Focus Exploring the Challenges and Opportunities in Linguistics and English Language Teaching*. Antalya, Türkiye, 27-29 Mart 2014.

B5. Ağçam, R. (2014). Author stance in doctoral dissertations of native and non-native speakers of English: A corpus-based study on epistemic adverbs. *6th International Conference on Corpus Linguistics (CILC).* University of Las Palmas de Gran Canaria, İspanya, 22-24 Mayıs 2014. http://www.congresos.ulpgc.es/cilc6/resources/Programa_FINAL.pdf

B6. Ağçam, R. (2014). Author stance in doctoral dissertations of native and non-native speakers of English: A corpus-based study on epistemic nouns. *2nd International Symposium: Learner Corpus Studies in Asia and the World (LCSAW)* 2014. University of Kobe, Kobe, Japonya, 31 Mayıs-1 Haziran 2014. http://www.lib.kobe.ac.jp/repository/81006707.pdfhttp://language.sakura.ne.jp/icnale/data/conf2014/toc2014.pdf

B7. Ağcam, R. (2014). Author stance in doctoral dissertations of native and non-native speakers of English: A corpus-based study on epistemic adjectives. *3ʳᵈ International Conference on English Studies (IDEA 2014).* Near East University, Lefkoşe, Kıbrıs, 19-20 Haziran 2014. http://conference2014.ideaenglish.org/uploads/3/3/9/4/3394116/ices2014abstracts.pdf

B8. Ağcam, R. (2014). A corpus-based study on attitudinal stance in doctoral dissertations of native and non-native speakers of English. *9ᵗʰ International Conference on Practical Applications of Language Corpora 2014 (PALC 2014).* University of Lodz, Lodz, Polonya, 20-22 Kasım 2014. http://palc.uni.lodz.pl/files/palc_programme.pdf

B9. Kırkgöz, Y. & **Ağcam, R.** (2014). Teachers' perceptions on corrective feedback in Turkish primary schools. *2ⁿᵈ International Conference on Linguistics and English Language Teaching (LINELT)*. Dubai, Birleşik Arap Emirlikleri, 11-13 Aralık 2014. http://globalcenter.info/linelt/LINELT-2014.pdf

B10. Ağcam, R. & Özkan, M. (2015). Second language writing development of English elementary students. *LIF2015 -Language in Focus: Contemporary Perspectives on Theory, Research, and Praxis in ELT and SLA.* Nevşehir, Türkiye, 4-7 Mart 2015.

B11. Özkan, M. & **Ağcam, R.** (2015). Integrating game elements into online language learning. *LIF2015 -Language in Focus: Contemporary Perspectives on Theory, Research, and Praxis in ELT and SLA.* Nevşehir, Türkiye, 4-7 Mart 2015.

B12. Ağcam, R. & Bulut, A. (2015). A corpus-based study on Turkish spoken productions of bilingual adults. *LIF2015 -Language in Focus: Contemporary Perspectives on Theory, Research, and Praxis in ELT and SLA.* Nevşehir, Türkiye, 4-7 Mart 2015.

B13. Ağcam, R. & Özkan, M. (2015). A corpus-based study on evaluation adjectives in academic English. *GlobELT 2015: Teaching and Learning English as an Additional Language.* Antalya, Türkiye, 16-19 Nisan 2015.

B14. Kırkgöz, Y., Babanoğlu, B. & **Ağcam, R.** (2015). Corrective feedback in foreign language education in Turkey. *ICEFIC 2015: The International Congress on Education for the Future: Issues and Challenges.* Ankara, Türkiye, 13-15 Mayıs 2015.

B15. Ağcam, R. (2015). Investigating discourse markers in doctoral dissertations of native and non-native speakers of English. *GLOBE 2015: East – West European Forum on Discourse: Past, Present and Future of Discourse Studies*. Varşova, Polonya, 14-16 Mayıs 2015.

B16. Ağçam, R. & Özkan, M. (2015). Investigating students' perceptions of language testing and assessment in higher education. *Çukurova International English Language Teachers Conference.* Adana, Türkiye, 21-22 Mayıs 2015.

B17. Özkan, M. & **Ağçam, R.** (2015). Gamification in online EFL Education: Does it make a difference? *Çukurova International English Language Teachers Conference.* Çukurova Üniversitesi, Adana, Türkiye, 21-22 Mayıs 2015.

B18. Ağçam, R. & Özkan, M. (2015). Investigating author stance in academic writing: A corpus-based study on modal verbs. *2nd International Conference on Teaching English for Specific Purposes and New Language Learning Technologies*. University of Niš, Sırbistan, 22-24 Mayıs 2015.

B19. Ağçam, R. (2015). Investigating instructors' perceptions on the use of humour in higher education. *SSHIF2015 –Social Sciences and Humanities in Focus.* Varşova, Polonya, 16-18 Eylül 2015.

B20. Kırkgöz, Y., Babanoğlu, P. & **Ağçam, R.** (2015). Investigating teachers' perceptions and practices of language assessment in primary education. *6th International Conference on Classroom-oriented Research: Towards Effective Learning and Teaching*. Konin, Polonya, 12-14 Ekim 2015.

B21. Babanoğlu, P. & **Ağçam, R.** (2016). An investigation on EFL teachers' attitude toward teaching profession. *3rd International Conference on Applied Linguistics and ELT Language in Focus from Theory to Practice: New Directions in ELT and Applied Linguistics*. İstanbul, Türkiye, 10-12 Mart 2016.

B22. Babanoğlu, P. & **Ağçam, R.** (2016). Learner perceptions on EFL teaching practices in higher education in Turkey. *Çukurova International ELT Teachers Conference,* Adana, Türkiye, 28-29 Nisan 2016. https://drive.google.com/file/d/0B7BTCQuaYXkUM1JfbnNNNXRIZDA/view

B23. Ağçam, R. & Can, N. (2016). An investigation on self-efficacy beliefs of primary school teachers in Turkey. *Annual International Conference on Interdisciplinary Studies: A Panel on Teacher Training,* Athens Institute for Education and Research, Atina, Yunanistan, 13-16 Haziran 2016. http://www.atiner.gr/abstracts/2016ABST-INT.pdf

B24. Babanoğlu, P. & **Ağçam, R.** (2016). State and private school EFL teachers' professional development practices. International Classroom Practitioner Perspective Conference, Konya, Türkiye, 24-26 Kasım 2016.

B25. Ünsal, S., **Ağçam, R.** & Korkmaz, F. (2016). A sociological perspective towards teaching profession. *International Scientific-Practical Conference 'The Teacher of Today and Tomorrow': Between Reality and Expectations.* Vilnius, Litvanya, 24 Kasım 2016.

B26. Korkmaz, F., Ünsal, S. & **Ağçam, R.** (2016). Analysing development plans in Turkey regarding teacher training and employment. *International Scientific-Practical Conference 'The Teacher of Today and Tomorrow': Between Reality and Expectations.* Vilnius, Litvanya, 24 Kasım 2016.

B27. Ağçam, R. & Ünsal, S. (2017). Study on the use of humour in Turkish primary classrooms. *2nd International Painting Exhibition and Symposium on Philosophy and Education, Arts and History of Science.* Muğla Sıtkı Koçman University, Muğla, Türkiye, 3-7 Mayıs 2017.

B28. Ünsal, S. & **Ağçam, R.** (2017). Eğitim ve öğretimde öğretmen ve veli iletişiminin incelenmesi: Bir SWOT analizi örneği. *2nd International Painting Exhibition and Symposium on Philosophy and Education, Arts and History of Science*. Muğla Sıtkı Koçman University, Muğla, Türkiye, 3-7 Mayıs 2017.

B29. Ağçam, R. & Babanoğlu, P. (2017). SOLO Analysis of EFL Curricula in Turkey. *12th International Conference on Social Sciences*, Amsterdam, Hollanda, 19-20 Mayıs 2017.
http://icss.euser.org/prcd/12th_ICSS_2017_Proceedings_Book_ISBN9788890916144_Vol2.pdf

B30. Babanoğlu, P. & **Ağçam, R.** (2017). A Study on new teachers' identity and possible-selves: Pre-service EFL teachers' fears and expectations. *12th International Conference on Social Sciences*, Amsterdam, Hollanda, 19-20 Mayıs 2017.
http://icss.euser.org/prcd/12th_ICSS_2017_Proceedings_Book_ISBN9788890916144_Vol2.pdf

B31. Ünsal, S., **Ağçam, R. &** Korkmaz, F., (2017). Investigating Prospective Teachers' Competence in Instructional Methods and Techniques. *12th International Conference on Social Sciences*, Amsterdam, Hollanda, 19-20 Mayıs 2017.
http://icss.euser.org/prcd/12th_ICSS_2017_Proceedings_Book_ISBN9788890916144_Vol2.pdf

B32. Ağçam, R. & Babanoğlu, P. (2017). Analysing EFL textbooks in Turkish and German public secondary schools: A comparative study on reading comprehension texts for 6th grade. *14th International Conference on Teaching, Education and Learning (ICTEL)*, Lizbon, Portekiz, 23-24 Mayıs 2017. http://docplayer.net/55599802-Conference-proceedings-14th-international-conference-on-teaching-education-and-learning-ictel-may-2017-lisbon.html

B33. Babanoğlu, P. & **Ağçam, R.** (2017). Exploring new teacher identity and possible-selves: prospective teachers' fears and expectations. *14th International Conference on Teaching, Education and Learning (ICTEL),* Lizbon, Portekiz, 23-24 Mayıs 2017. http://docplayer.net/55599802-Conference-proceedings-14th-international-conference-on-teaching-education-and-learning-ictel-may-2017-lisbon.html

B34. Ağçam, R. & Kalaycı, Ş. (2017). Dare to assess the assessor? –Challenge accepted!: A Study on Assessment Practices in Turkish Higher Education. *ECER 2017: Reforming Education and the Imperative of Constant Change: Ambivalent Roles of Policy and the Role of Educational Research*, Kopenhag, Danimarka, 22-25 Ağustos 2017. http://www.eera-ecer.de/ecer-programmes/pdf/print/conference/22/contribution/41509/

B35. Ağçam, R. & Kaya, E. (2017). Analysing Prospective Teachers' Perceptions on Assessment and Evaluation Practices in Higher Education. *ECER 2017: Reforming Education and the Imperative of Constant Change: Ambivalent Roles of Policy and the Role of Educational Research*, Kopenhag, Danimarka, 22-25 Ağustos 2017. http://www.eera-ecer.de/ecer-programmes/pdf/print/conference/22/contribution/41549/

B36. Ağçam, R. & Babanoğlu, P. (2017). SOLO Analysis of EFL learning outcomes in Turkish secondary education *3ʳᵈ International Symposium on Social Sciences*. Kahramanmaraş, Türkiye, 26-28 Ekim 2017. http://kayit.asoscongress.com/sobiadfiles/Maras_Ozet.pdf

B37. Ağçam, R. (2018). To Teach or Not to Teach: Academic Writing in Turkish Higher Education. *27ᵗʰ International Congress on Educational Sciences*. Antalya, Türkiye, 18-22 Nisan 2018. http://ices-uebk.org/dosyalar/files/ices2018_ozetler.pdf

B38. Yirci, R., **Ağçam, R**. & Kalaycı, Ş. (2018). Öğretim üyeleri ve lisansüstü öğrenci görüşlerine göre Türk üniversitelerinin nitelikli bilim insanı yetiştirme görevi, karşılaşılan sorunlar ve çözüm önerileri. *27ᵗʰ International Congress on Educational Sciences*. Antalya, Türkiye, 18-22 Nisan 2018. http://ices-uebk.org/dosyalar/files/ices2018_ozetler.pdf

B39. Ağçam, R. & Babanoğlu, P. (2018). Linguistic analysis of foreign language teaching programme: Evidence from Turkey. *5ᵗʰ International Language in Focus Conference*. Selanik, Yunanistan, 3-5 Mayıs 2018.

B40. Babanoğlu, P. (2018) & **Ağçam, R.** The use of Turkish case markers by adult learners of Turkish as a foreign language. *5ᵗʰ International Language in Focus Conference*. Selanik, Yunanistan, 3-5 Mayıs 2018.

B41. Ağçam, R. & Babanoğlu, P. (2018). A comparative research on academic English in Turkey. *15ᵗʰ International Bilkent University School of English Language Conference: The Future of EAP: Provision, Standards and Practices*. Ankara, Türkiye, 29-30 Haziran 2018. http://buselconf.bilkent.edu.tr/programme.pdf

B42. Ağçam, R. & Babanoğlu, P. (2018). A descriptive analysis of EFL curricula for primary education: Evidence from Turkey. *ECER 2018: Inclusion and Exclusion, Resources for Educational Research?* Bolzano, İtalya, 3-7 Eylül 2018.

B43. Durna, Ş. & **Ağçam, R.** (2018). Exploring cultural elements in EFL textbooks for young learners: Evidence from Turkey. *ECER 2018: Inclusion and Exclusion, Resources for Educational Research?* Bolzano, İtalya, 3-7 Eylül 2018.

C. Yazılan uluslararası kitaplar veya kitaplarda bölümler:

C1. Can, C. & **Ağçam, R.** (2011). Second language acquisition of any-type NPIs by Turkish Adult Learners. *Nauczycielskie Kolegium Jezyko w Obych w Zabrzu*, 45-63. Uniwersytet Slaski, Zabrze, Polonya.

C2. Ünsal, S., **Ağçam, R.** & Korkmaz, F. (2017). Prospective Teachers' Perceived Competence in the Use of Instructional Techniques: Evidence from Turkey. *Recent Ideas and Developments in Education*, 243-252. European Center for Science Education and Research, ISBN 9788890916182.
http://books.euser.org/files/books/edu/Recent_Ideas_and_Developments_in_Education.pdf

D. Editörlük & Hakemlik yapılan dergiler

D1. Yabancı Dil Eğitimi Alan Editörü, Turkish Journal of Education (TURJE) (ISSN 2147-2858)

D2. Hakem**,** Journal of Global Research in Education and Social Science (ISSN 2454-1834)

D3. Hakem, Educational Process: International Journal (EDUPIJ) (ISSN 2147 – 0901)

D4. Hakem, Çukurova Araştırmaları (ISSN 2458-7559)

D5. Hakem, British Journal of Education (ISSN 2054- 6351)

D6. Hakem, Turkish Studies (ISSN 1308-2140)

D7. Hakem, Studies in Higher Education (ISSN 1925-4741)

D8. Hakem, Gaziantep University Journal of Social Sciences (e-ISSN 2149-5459)

EKLER

1- Özet (Yüksek Lisans Tezi)

Second Language Acquisition of Any-Type Negative Polarity Items (NPIs) in English by Turkish Adult Learners

A Negative Polarity Item is a word or phrase that can appear in a context which includes a negative. The English any-type Negative Polarity Items are the ones upon which the present study is concentrated. Its main purpose was to investigate the second language acquisition of the items in concern by Turkish adult learners. Two groups of students attending the English Language Teaching Department of Çukurova University, Adana were the participants of our study. They were given an oral sentence-completion task and their responses were transcribed. The data obtained from the task in question have been analyzed with respect to the frequencies of correct responses, NPIs as well as errors occurred through the experiment. The outcomes of the study have indicated that the more proficient the learners, the more frequently they produced NPIs. In addition, it is noteworthy that both groups produced incorrect responses to approximately two third of the items which involved them to use NPIs in embedded clauses when the matrix clauses contained a negative while they showed an impressive success in their performance of responding the items when no negative appeared in the matrix clause.

Key Words: Second Language Acquisition, Any-type Negative Polarity Item, Matrix Clause, Embedded Clause

2- Özet (Doktora Tezi)

A Corpus-Based Study on Author Stance in Academic English

Stance refers to the lexical and grammatical expression of attitudes, feelings, judgments, or commitment concerning the propositional content of a message (Biber and Finegan, 1989). It is the way academics annotate their texts to comment on the possible accuracy or creditability of a claim, the extent they want to commit themselves to it, or the attitude they want to convey to an entity, a proposition or the reader (Hyland, 2005). According to Biber (2006), it can be conveyed through value-laden word choice (love, hate, and etc.), paralinguistic devices (e.g. gestures) and grammatical stance devices (modal and semi-modals, stance adverbials and stance complement clauses). The present study was intended to cover the epistemic stance devices used in conveying author stance in Academic English. It investigated whether there is a statistically significant difference across the doctoral dissertations authored in English by native, Spanish-speaking and Turkish-speaking candidates with respect to the use of these devices. Being corpus-based in design, the study included the results elicited through the Contrastive Interlanguage Analysis (Granger, 1996) of a total number of 136 doctoral dissertations written by native and non-native speakers of English (Native: 45; Spanish: 43 and Turkish: 48). Following Biber (2006), epistemic stance devices found in the dissertations were identified through Wordsmith Tools (Scott, 2001) and examined in four groups (epistemic adjectives, epistemic adverbs, epistemic nouns and epistemic verbs). Subsequently, these devices were subcategorized into two groups as certainty and likelihood devices in each category and their frequencies were separately measured for each corpus. Finally, Log Likelihood Test was administered to see whether there is a statistically significant difference across the groups as regards the use of these devices. Findings of the study have indicated that certainty devices were used more frequently than likelihood devices in three corpora and that the difference between the two categories in non-native corpora is higher than the one measured in the native corpus, which leads us to the conclusion that native academic authors are more cautious with their arguments and predictions while non-native academic authors are relatively more confident in their writing.

Keywords: Author stance, epistemic stance device, interlanguage, contrastive interlanguage analysis.