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Middle East Technical University
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EDUCATION AND CREDENTIALS

1998 – 2003 Ph.D., Interdisciplinary Program in Second Language Acquisition and Teaching, The University of Arizona, Tucson, Arizona, USA. CGPA: 4.00

Dissertation title: *An Ethnographic Examination of International Students in English Composition Classes: Cultural Patterns, Classroom Dynamics, and Adjustment Difficulties.*

Dissertation Supervisor: Prof. Linda L. Waugh.

1996 –1998 M.A., English Language and Linguistics/TEFL, The University of Arizona, Tucson, Arizona, USA. CGPA: 4.00

1991 – 1995 B.A., English Language Teaching, with honors, Middle East Technical University, Ankara, Turkey. CGPA: 3.33

TEACHING AND ADMINISTRATIVE POSITIONS

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2014 - Present | Associate Professor, Department of Foreign Language Education, School of Education, METU, Ankara, Turkey. |
| 2016 - 2019 | Vice Dean, School of Education, Middle East Technical University (METU), Ankara, Turkey. |
| Fall 2016 | Part-Time Lecturer, Akhmet Yassawi University, MA Program in ELT, Turkey & Kazakhstan. (Taught <i>Technology in ELT</i> , an online, synchronous, graduate course). |
| 2015 –2016 | Visiting Professor, Teaching English as a Foreign Language Program, METU, Northern Cyprus Campus, Cyprus. |
| 2008 - 2009 | Vice Chair, Department of Foreign Language Education, METU, Ankara, Turkey. |
| 2004 –2014. | Assistant Professor, Department of Foreign Language Education, METU, Ankara, Turkey. |
| 2003 – 2004 | Instructor, Department of Foreign Language Education, METU, Ankara, Turkey. |
| 1997 – 2003 | Graduate Teaching Assistant, English Department, The University of Arizona, Tucson, Arizona. |
| 1999 – 2001 | Assistant to the Director, Composition Program, The University of Arizona. |
| 1997—1998 | Intern Teacher of English, Center for English as a Second Language, The University of Arizona, Tucson, Arizona. |
| 1995 – 1996 | Teacher of English, Department of Modern Languages, METU, Ankara, Turkey. |

PUBLICATIONS

Books

- Eröz-Tuğa, B. (Ed.). (2015). *Theoretical considerations in language education: Implications for English Language Teaching*. Ankara: Nuans Publishing. (ISBN: 978-605-5450-69-4)
- Ruhi, Ş., Hatipoğlu, Ç., Eröz-Tuğa, B., Işık-Güler, H. (2010). *A guideline for transcribing conversations for the construction of spoken Turkish corpora using EXMARaLDA and HIAT*. Ankara: Setmer Publishing
- Eröz-Tuğa, B. (2009). *Cultural patterns, classroom dynamics, and social adjustment issues: An ethnographic examination of multicultural English composition classes in the United States*. Saarbrücken, Germany: Verlag Dr. Müller.
- Singh-Corcoran, N., Eröz, B., & Sadler, R. (2001). *A student's guide to first-year composition*. (22nded.). Edina, MN: Pearson Publishing.
- Eröz, B. & Sadler, R. (eds.) (2001). *A teacher's guide to composition*. The Composition Program, The University of Arizona.
- Wurr, A., Eröz, B., & Singh-Corcoran, N. (2000). *A student's guide to first-year composition*. (21st ed.). Edina, MN: Pearson Publishing.

Book Chapters

- Kayı-Aydar, H. & Eröz, B. (2021). Preparation of teachers of EAL in Turkey: Research, policy, curriculum, and practice. In Polat, N., Mahalingappa, L. & Kayı-Aydar, H. *Preparation of Teachers of English as an Additional Language (EAL) around the World: Research, Policy, Curriculum, and Practice* (pp. 206-222). Bristol: Multilingual Matters.
- Özbilgin, A. & Eröz, B. (2019). Opportunities and resources for pre-service teachers to teach writing: The case of Northern Cyprus. In Seloni, L. & Henderson Lee, S. (Eds.) *Second language writing instruction in global contexts. English language teacher preparation and development* (pp. 195-219). Bristol: Multilingual Matters.
- Eröz-Tuğa, B. (2015). Symbolic interactionism and language teaching. In Eröz-Tuğa, B. (Ed.), *Theoretical considerations in language education: Implications for English Language Teaching* (pp. 123-135). Ankara: Nuans Publishing.
- Sadler, R. & Eröz, B. (2008). Getting the message: Training language teachers in the theoretical and practical applications of Forums. In Dooly, M., & Eastment, D. (Eds.) *"How we're going about it": Teachers' voices on innovative approaches to teaching and learning languages* (pp.187-197). Newcastle, UK: Cambridge Scholars Publishing.
- Waugh, L.R., Fonseca-Greber, B., Vickers, C., Eröz, B. (2007). Multiple empirical approaches to a complex analysis of discourse. In Gonzalez-Marquez, M., Mittelberg, I., Coulson, S., and Spivey, M. J. (Eds.) *Methods in cognitive linguistics* (pp. 120-148). Ithaca, NY: John Benjamins Publishing.

Journal Articles (Peer Reviewed)

- Yılmaz, F., Elmas, T., & Eröz, B. (2023). Twitter-based analysis of anti-refugee discourses in Türkiye. *Discourse & Communication*, 17(3), 298–318.
- Karaman, A. C., Özbilgin-Gezgin, A., Rakıcıoğlu-Söylemez, A., Eröz, B. & Akcan, S. (2019). Professional learning in the ELT practicum: Co-constructing visions. *Abant İzzet Baysal University, School of Education Journal*, 19(1), 282-293.
- Işık-Güler, H. & Eröz-Tuğa, B. (2017). A pragmatic analysis of (U)lan in Spoken Turkish Corpus and Turkish National Corpus. *Mersin University Journal of Language and Literature*, 14(2), 37-60.

- Rakicioglu-Soylemez, A., & Eröz-Tuğa, B. (2014). Mentoring expectations and experiences of prospective and cooperating teachers during practice teaching. *Australian Journal of Teacher Education*, 39(10), 146-168.
- Ölçü, Z. & Eröz-Tuğa, B. (2013). Attitudes of university faculty towards English medium instruction in Turkey. *Çankaya University Journal of Humanities and Social Sciences*, 10(2), 185-200.
- Mutlu, A. & Eröz-Tuğa, B. (2013). The role of computer-assisted language learning (CALL) in promoting learner autonomy. *Eurasian Journal of Educational Research*, 51, 107-122.
- Eröz-Tuğa, B. (2013). Reflective feedback sessions using video recordings. *ELT Journal*, (67/2).
- Eröz-Tuğa, B. (2009). Using literature and movies for integrated skills development in English language teaching. *TESL Reporter*, 42(1), 58-65.
- Eröz-Tuğa, B. & Sadler, R. (2009). Comparing six video chat tools: A critical evaluation by language teachers. *Computers and Education*, 53(3), 787-798
- Sadler, R. & Eröz, B. (2002). 'I Refuse You!' An examination of English refusals by native speakers of English, Lao, and Turkish. *Arizona Working Papers in Second Language Acquisition and Teaching*, (9), 53-80.

Conference Proceedings

- Işık-Güler, H. & Eröz-Tuğa, B. (2010). Standardization in the transcription of backchannels, pauses, hesitations, and interjections. Proceedings of the 24th National Linguistics Conference, Ankara, pp. 455-465.
- Ruhi, Ş., Eröz-Tuğa, B., Hatipoğlu, Ç., Işık-Güler, H., Acar, M.G.C., Eryılmaz, K., Can, H., Karakaş, Ö., Çokal-Karadaş, D. (2010), Sustaining a corpus for spoken Turkish discourse: Accessibility and corpus management issues. Language resources: From storyboard to sustainability and LR lifecycle management, LREC, 44-48.
- Ruhi, Ş., Işık-Güler, H., Hatipoğlu, Ç., Eröz-Tuğa, B., & Çokal-Karadaş, D. (2010). Achieving representativeness through the parameters of spoken language and discursive features: the case of the Spoken Turkish Corpus. In I. Moskowich-Spiegel Fandino, et al. (ed.), *Language windowing through corpora. Visualizacion del lenguaje a traves de corpus. Part II*. Universidade de Coruna, 789-799.

RESEARCH PROJECTS

- The Making of a Teacher: Identity Construction in Early Stages of Pre-Service Teacher Education. METU, NCC Scientific Research Fund (BAP-SOSY-15-D-2). Funding: 14,589 TL. Completed: August, 2017.
- METU Spoken Turkish Corpus (ODTÜ Sözlü Türkçe Derlemi). Funded by TÜBİTAK (The Scientific and Technological Research Council of Turkey). TÜBİTAK 108K283. Funding: 289,217 TL. Completed: October 2010. (Project web page: <http://std.metu.edu.tr>.)
- E-INSET NET (Electronic In-service Training for Novice English Teachers). Funded by the European Commission. Member of METU research partner team. Project manager: Mersin University. Completed: October 2009. (Project web page: <http://e-inset.mersin.edu.tr>.)
- The Importance of Teacher Feedback, Teaching Practice and Theoretical Input during the Internship of Prospective English Teachers, METU Scientific Research Fund (BAP). BAP-2006-05-07-00-01. Funding: 5000 TL. Completed: December 2006.

THESES SUPERVISED**Doctoral Dissertations****Current**

Family language ideology and practices in Turkish-Arabic bilingual families: The case of Hatay. (Advisee: Neşe Güzelşemme)

Promoting wellbeing at university: Perceptions and experiences of academic personnel (Advisee: Başak Köserreisöğlü)

Teaching English in difficult times: Challenges of online education and coping strategies of EFL instructors (Advisee: Hamide Nur Ünal)

Completed

Habits of minds and hearts in neo-liberal academia: A qualitative inquiry into English language teacher educators' professional and political roles and professional identity. (Advisee: Zeynep Aysan, 2023)

Native and non-native English-speaking teachers in Turkey: Teacher perceptions and student attitudes. (Advisee: Olga Skliar-Ivagnes, 2014).

An exploratory case study of pre-service EFL teachers' sense of teacher-efficacy beliefs and perceptions of mentoring practices during practice teaching. (Advisee: Anıl Rakıcıoğlu-Söylemez, 2012).

Master's Theses**Current**

International Baccalaureate (IB) learner profiles. (Advisee: Sevde Nur Eşiyok)

ELT teachers in online education: Classroom procedures & lesson design, and how they differ from face-to-face education. (Advisee: Yasin Oktay)

Completed

Exploring the family language policy of Kurdish families. (Advisee: Leyla Eroğlu, 2023)

Job satisfaction of expatriate EFL teachers in Turkish private K-12 schools: A phenomenological inquiry. (Advisee: Xhana Metaj, 2022)

A qualitative case study of ELT pre-service teachers: Gains of study abroad and perceptions of Intercultural Communicative Competence. (Advisee: Büşra Temel, 2022)

The effectiveness of EFL students' peer feedback practices in composition classes: A case study at a state university in Turkey. (Advisee: Sinem Demir, 2019)

'Things take time here:' The social and professional adjustment issues of American Fulbright teachers' in Turkey. (Advisee: Günce Erman, 2016)

A narrative inquiry into the professional identity of second career EFL teachers. (Advisee: Reyhan Aslan, 2016)

The views and reflection of Turkish graduate students on a pre-departure, cross-cultural orientation module as a guide for their prospective social and academic experiences in the USA. (Advisee: Merve Kibar, 2016)

An analysis of the needs and perceptions of English language teachers and students in an EAP course. (Advisee: Müslüme Demir, 2015)

An exploratory case study of English language teachers with study abroad experiences: Intercultural communicative competence related perceptions and implications. (Advisee: Nurhan Tütüncü, 2014).

The Role of CALL in Promoting Learner Autonomy. (Advisee: Arzu Mutlu, 2008).

Exploring Technology Integration Approaches and Practices of Pre-service and In-service English Language Teachers. (Advisee: Mete Akcaoglu, 2008).

The analysis of the perceptions of English language instructors at TOBB University of Economics and Technology regarding inset content. (Advisee: İnci Gültekin, 2007).

Gender representations and gender bias in ELT textbooks published in the Middle East: A case study of ELT textbooks published in Turkey and Iran. (Advisee: Olga Skliar, 2007).

CONFERENCE PRESENTATIONS

- Eröz, B. (April 2021). Communities of Practice and research methods in investigating identity construction (Uygulayıcı Topluluklar ve Kimlik Oluşumu İnceleme Yöntemleri). 34th National Linguistics Conference, Ankara, Turkey.
- Eröz-Tuğa, B., Efeoğlu, E., & Başaran, B. (May 2018). Women's discourse in Turkish: Coffee cup reading narratives (Türkçede Kadın Söylemi: Kahve Falı Anlatıları). 32nd National Linguistics Conference, Izmir, Turkey.
- Işık-Güler, H. & Eröz-Tuğa, B. (May 2017). 'How many times do I need to tell you, *ulan!*' A pragmatic investigation of the word (*Ulan*) in Turkish corpora. 31st National Linguistics Conference, Eskişehir, Turkey.
- Aslan, R. & Eröz-Tuğa, B. (April 2017). Choosing teaching as a new career path: Narratives of second career EFL teachers from a Turkish context. 3rd Cukurova International ELT Teacher Conference (CUELT), Adana, Turkey.
- Özbilgin, A., Eröz-Tuğa, B. & Selvi, A. F. (March 2017). The making of a teacher: Identity construction of preservice teachers. Teachers of English to Speakers of Other Languages (TESOL) International Convention, 2017, Seattle, WA, USA.
- Işık-Güler, H. and Eröz-Tuğa, B. (May 2016). The Usage of *U(lan)* in Spoken Turkish Corpus and Turkish National Corpus: A pragmatic investigation. Workshop on Corpus Linguistics and Pragmatics, Center for Corpus Research, Mersin University.
- Demir, M. & Eröz-Tuğa, B. (November 2014). Designing a teacher training module for a professional communication skills course. 3rd World Conference on Educational and Instructional Studies (WCEIS 2014), Antalya, Turkey.
- Tütüncü, N. & Eröz-Tuğa, B. (November 2014). An exploratory case study of English language teachers with study abroad experiences. 3rd World Conference on Educational and Instructional Studies (WCEIS 2014), Antalya, Turkey.
- Eröz-Tuğa, B. (August 2014). Improving the pronunciation and presentation skills of pre-service English teachers. International Second Language Proficiency Ratings (ISLPR) Global First International Conference on TESOL, Ankara, Turkey.
- Tütüncü, N. & Eröz-Tuğa, B. (August 2014). Erasmus, Comenius and ICC in English language teacher education. International Second Language Proficiency Ratings (ISLPR) Global First International Conference on TESOL, Ankara, Turkey.
- Eren, E. & Eröz-Tuğa, B. (April 2014). State of the Art. Cognitive Studies in Second Language Learning/Acquisition Contexts in Turkey. Bogaziçi University, International Symposium on Brain and Cognitive Science 2014, Istanbul, Turkey.
- Tütüncü, N. & Eröz-Tuğa, B. (January 2014). Erasmus, Comenius and ICC in English Language Teacher Education. Fourth International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ, U.S.A
- Rakıcıoğlu-Söylemez, A. & Eröz-Tuğa, B. (May 2012). Pre-service EFL teachers' mentoring expectations and experiences in practice teaching. 1st Akdeniz Language Studies Conference, Antalya, Turkey.
- Rakıcıoğlu-Söylemez, A. & Eröz-Tuğa, B. (June 2012). Revealing expectations: roles and responsibilities of mentors during practice teaching. 11th METU International ELT Conference, Ankara, Turkey.
- Eröz-Tuğa, B. (January 2010). Promoting intercultural competence in multicultural English composition classes. Second International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ, U.S.A
- Eröz-Tuğa, B. (January 2010). Developing intercultural competence of language teacher candidates. Second International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ, U.S.A.
- Eröz-Tuğa, B. & Ölçü, Z. (October, 2009). Attitudes of university instructors towards English medium instruction in Turkey. English as an International Language Conference, Izmir, Turkey.

- Eröz-Tuğa, B. & Skliar, O. (June 2009). Gender representations and gender bias in ELT textbooks published in Iran. International Society for Language Studies (ISLS 2009), Orlando, FL, U.S.A.
- Eröz, B. (May 2007). The role of feedback in raising self-awareness of pre-service English teachers. 5th International Conference on ELT in China and the 1st Congress of Chinese Applied Linguistics, Beijing, China
- Eröz, B. (May 2007). A research framework for conducting classroom ethnographies. 5th International Conference on ELT in China and the 1st Congress of Chinese Applied Linguistics, Beijing, China.
- Eröz, B. (May 2007). Video chat tools for computer-mediated communication: An evaluation. 5th International Conference on ELT in China and the 1st Congress of Chinese Applied Linguistics, Beijing, China.
- Eröz, B. (April 2007). Feedback and self-assessment in English teacher training. International Society for Language Studies (ISLS 2007), Honolulu, HI, U.S.A.
- Eröz, B. (April 2007). Technologically-enhanced classroom interaction analysis. International Society for Language Studies (ISLS 2007), Honolulu, HI, U.S.A.
- Eröz, B. & Sadler, R. (September 2006). Computer-mediated communication and language learning: From theory to practice. European Second Language Association, Antalya, Turkey.
- Eröz, B. & Sadler, R. (May 2006). Computer-mediated communication and language learning: From theory to practice. 9th METU International ELT Convention, Ankara, Turkey.
- Eröz, B. (March 2006). The good, bad, and ugly of CMC. Teachers of English to Speakers of Other Languages (TESOL) Conference, Tampa, FL, U.S.A.
- Eröz, B. (May 2005). 'La Llorona' and 'The Butterfly Lovers': raising cross-cultural awareness in the English composition classroom. The 4th International ELT Research Conference by Çanakkale 18 March University, Çanakkale, Turkey.
- Eröz, B. (May 2005). Ethnographic analysis of classroom interaction: a focus on data collection, organization, analysis, and presentation. The First International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL, U.S.A.
- Eröz, B. (May 2005). Classroom dynamics and socialization in mixed-culture groups in the United States after 9/11. The First International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL, U.S.A.
- Eröz, B. (May 2004). Using folktales and fables for cross-cultural awareness. 8th METU International ELT Convention, Ankara, Turkey.
- Eröz, B. & Sadler, R. (March 2003). Fables, folktales, and beyond in composition classrooms. Teachers of English to Speakers of Other Languages (TESOL) Conference, Baltimore, MD, U.S.A.
- Eröz, B. (March 2003). Interaction analysis in the all-international and mixed sections of composition. Teachers of English to Speakers of Other Languages (TESOL) Conference, Baltimore, MD, U.S.A.
- Eröz, B. (April 2002). Folktales and fables in the multicultural writing class. Arizona Teachers of English to Speakers of Other Languages (AZ TESOL) Regional Conference 2002, Tucson, AZ, U.S.A.
- Eröz, B. & Sadler, R. (February 2001). Director-assisted analysis of cross-cultural presentations. Teachers of English to Speakers of Other Languages (TESOL) Conference 2001, St. Louis, MO, U.S.A.
- Eröz, B. & Sadler, R. (February 2001). Cross-cultural and cross-gender analysis of non-verbal behavior of American and international students. 22nd Ethnography in Education Research Forum 2001, Philadelphia, PA, U.S.A.
- Eröz, B. (April 2000). The difficulties of Turkish learners with English prepositions. Second Language Acquisition and Teaching Program, Spring Colloquium, University of Arizona, Tucson, AZ, U.S.A.
- Eröz, B. (March 2000). Problems of Turkish learners with English prepositions. American Association of Applied Linguistics (AAAL) Conference 2000, Vancouver, BC, Canada.
- Eröz, B. & Sadler, R. (November 1998). English refusals by speakers of four languages. Graduate and Professional Student Council, Student Showcase, University of Arizona, Tucson, AZ, U.S.A.

- Eröz, B. & Sadler, R. (October 1998). The use of refusals by native and non-native speakers of English. Rocky Mountain Regional Conference, Tucson, AZ, U.S.A.
- Eröz, B. (April 1998). Movies in the ESL classroom. Arizona Teachers of English to Speakers of Other Languages (AZ TESOL) Mini Conference, Tucson, AZ, U.S.A.
- Eröz, B. (January 1997). Counselling Learning: An experience in Turkish. Arizona Teachers of English to Speakers of Other Languages (AZ TESOL) Mini Conference, Tucson, AZ, U.S.A.

INVITED PRESENTATIONS

- Eröz-Tuğa, B. (May 2015). Diversity from within: Focusing on the Classroom Teacher. Plenary Talk at the 12th ODTU International ELT Convention, Ankara, Turkey.
- Eröz, B. (April, 2003). Theory and Practice: Making the Connection. Plenary Talk at the 2003 Western Consortium Multi-Language Workshop. Tucson, Arizona.
- Eröz, B. (November 2002). Using Digital Technology for Dissertation Data Collection. College of Humanities Lab, Video Workshop Series, The University of Arizona.
- Eröz, B., Penfield, S., Rothschild, S., Ransdell, D. R. (February 2002). Ideas for working with diversity in the composition class. Writing Program Preceptorship for First-Year Graduate Teaching Assistants, The University of Arizona.
- Eröz, B. (January 2002). Interaction Analysis in the International and Mixed Sections of Freshman Composition. Presentation for the bi-monthly meeting of the Qualitative Research Forum, The University of Arizona.
- Eröz, B. & Sadler, R. (October 2001). How to meet the tutoring needs of ESL university writers: A training seminar for University of Arizona Writing Center Consultants, The University of Arizona.
- Eröz, B. & Sadler, R. (April 2001). Traditional versus technology enhanced analysis of ethnographic data. Interdisciplinary program in Second Language Acquisition and Teaching Colloquium Series, The University of Arizona.
- Eröz, B. & Sadler, R. (February 2001). The Gender Project: Cross-cultural and cross-gender analysis of non-verbal behavior of American and international students. Presentation for the Linguistic Anthropology Laboratory, The University of Arizona
- Eröz, B., Sadler, R., & Singh-Corcoran, N. (August 2000). First-year composition: What resources are available and how can we use them? Freshman Composition Program, Instructor Orientation, The University of Arizona.
- Eröz, B., Wurr, A., & Singh-Corcoran, N. (August 1999). Resources for instructors of composition. Freshman Composition Program, Instructor Orientation, The University of Arizona.

ACADEMIC SERVICE

- Expert report, "Problems in Foreign Language Education in Turkey and Suggested Solutions." Prepared for The Council of Higher Education, Turkey, July 2010.
- Reviewer, METU, Scientific Research Fund (METU, Ankara, Turkey), 2010 – Present.
- Reviewer, TÜBİTAK (Scientific and Technological Research Council of Turkey), 2007 – Present.
- Reviewer, Dilbilim Araştırmaları (Journal of Linguistics Research, Turkey), 2014.
- Reviewer, Computers and Education, USA. 2011 – Present
- Reviewer, Gaziantep University, Journal of Social Sciences, Turkey. 2010.
- Reviewer, Mehmet Akif Ersoy University, Journal of Social Sciences Institute, Turkey. 2010.
- Rocky Mountain Regional Conference organization, Tucson, Arizona, USA, 1998.
- Arizona TESOL Conference organization, Tucson, Arizona, USA, 1997, 1998.

TEACHING EXPERIENCE

Courses taught at Middle East Technical University (Fall 2003 – Present)

Graduate Courses

ELT 521 Cultural Aspects of Language Teaching
ELT 528 Instructional Technology in ELT
ELT 555 Qualitative Research: Theory and Methods
ELT 601 Current Issues in ELT
ELT 604 Seminar in Applied Linguistics
ELT 605 Sociolinguistics
ELT 613 Concepts and Theoretical Considerations in ELT

Undergraduate Courses

FLE 123 English Composition Skills I
FLE 137 Listening and Pronunciation
FLE 200 Instructional Principles and Methods
FLE 238 Approaches to ELT
FLE 280 Oral Expression and Public Speaking
FLE 304 ELT Methodology II
FLE 311 Advanced Writing and Research Skills
FLE 352 Community Service
FLE 404 Practice Teaching
FLE 405 Materials Adaptation and Evaluation
FLE 425 School Experience

Courses taught at The University of Arizona (Fall 1997 – Summer 2003)

English 101 & English 102: First-year composition requirement for American freshman students studying at The University of Arizona.
English 107 & English 108: Freshman composition requirement for international students from a variety of linguistic and cultural backgrounds studying at The University of Arizona.
English 106: First-year composition requirement for international students whose writing proficiency is not high enough to take 107.

REFERENCES

Prof. Linda Waugh, Dissertation Supervisor (lwaugh@email.arizona.edu)
Position: Emeritus Professor, The University of Arizona, SLAT Program.

Assoc. Prof. Cendel Karaman, Colleague (cendel@metu.edu.tr)
Position: Senior Lecturer, METU, Dept. of Foreign Language Education, ELT Program.

Assoc. Prof. Hayriye Kayı-Aydar, Colleague and Former Student (hkaydar@email.arizona.edu)
Position: Tenured Professor and Chair, The University of Arizona, English Applied Linguistics Program