

CURRICULUM VITAE

Sibel Tatar
sibel.tatar@boun.edu.tr
Boğaziçi University, Faculty of Education
Department of Foreign Language Education
34342 Bebek, Beşiktaş /İstanbul

EDUCATION

- 1998-2003** Ph.D. Indiana University, Department of Language Education, Bloomington, Indiana, USA.
- 1993-1997** B.A. Hacettepe University, Department of Translation and Interpretation, Ankara, Turkey.

ABBREVIATED CURRICULUM VITAE

Dr. Sibel Tatar has been teaching at the Department of Foreign Language Education at Boğaziçi University, since 2003. She received her PhD. in language education from Indiana University in Bloomington, Indiana. Her research interests include foreign language teaching methodology, language teacher education and non-native speaking professionals in TESOL.

COMPLETED RESEARCH PROJECTS

June 2007-October 2009: Principal investigator—English teachers' profile and hiring criteria in İstanbul primary and secondary schools (funded by Boğaziçi University Scientific Projects Commission)

March 2005- November 2006: An investigation of the nature of feedback received by pre-service English teachers during their practice teaching experience (funded by Boğaziçi University Scientific Projects Commission, co-investigator with Assist. Prof. Sumru Akcan).

October 2005- May 2007: English teachers' use of computer technologies in İstanbul primary and secondary schools (funded by Boğaziçi University Scientific Projects Commission, co-investigator with Assist. Prof. Senem Yıldız).

PUBLICATIONS

Tatar, S. (2019). Employment of English language teachers in an EFL context: Perspectives from school administrators. *PROFILE: Issues in Teachers' Professional Development*, 21, 45–61.

Tatar, S. (2019). Turkish teacher candidates' perceptions of native speakerism. *Sakarya University Journal of Education*, 9(1), 7–20.

- Tatar, S.** (2017). An overview of research on second/foreign language learner motivation and future directions. *Çukurova University Faculty of Education Journal*, 46(2), 697–710.
- Kulavuz-Önal, D., & **Tatar, S.** (2017). Teacher burnout and participation in professional learning activities: Perspectives from university English language instructors in Turkey. *Journal of Language and Linguistic Studies*, 13, 283–303.
- Yıldız, S., & **Tatar, S.** (2012). The use of multimedia computers in Turkish classrooms: Perceptions of foreign language teachers. In Y. Bayyurt & Y. Bektaş-Çetinkaya (Eds.), *Research Perspectives on teaching and learning English in Turkey: Policies and practices* (pp. 253–269). Peter Lang.
- Alptekin, C., & **Tatar, S.** (2011). Research on foreign language teaching and learning in Turkey (2005-2009). *Language Teaching*, 44(3), 328–353.
- Akcan, S., & **Tatar, S.** (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. *Teacher Development*, 14(2), 139–158.
- Tatar, S.**, & Yıldız, S. (2010). Empowering nonnative-English speaking teachers in the classroom. In A. Mahboob (Ed.), *The NNEST lens: Non native English speakers in TESOL* (pp. 114–128). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Yıldız, S., & **Tatar, S.** (2010). Overcoming limited instructional planning and vision in Turkish schools. In J. Egbert (Ed.), *CALL in limited technology contexts* (pp. 201–213). Texas: Computer Assisted Language Instruction Consortium (CALICO).
- Tatar, S.** (2010). İngilizcenin yabancı dil olarak öğretiminde anadili İngilizce olan ve olmayan öğretmenlerin rolü. *Boğaziçi University Journal of Education*, 27(2), 49–57.
- Akcan, S., & **Tatar, S.** (2009). The perspectives of teachers towards the in-class use of 5th grade English textbook. *Proceedings of the First International Congress of Educational Research*, 01–03.05.2008. Çanakkale Onsekiz Mart University.
- Tatar, S.** (2008). [Review of the book *Silence in intercultural communication: Perceptions and performance*]. *Discourse and Communication*, 3, 105–114.
- Roberts, L., Gürel, A., **Tatar, S.**, & Marti, L. (Eds) (2007). *EUROSLA Yearbook*, Vol. 7. Amsterdam: John Benjamins Publishing Company.
- Tatar, S.** (2005). Why keep silent? The classroom participation experiences of non-native-English-speaking students. *Language and Intercultural Communication*, 5(3&4), 284–293.
- Tatar, S.** (2005). Classroom participation by international students: The case of Turkish graduate students. *Journal of Studies in International Education*, 9(4), 337–355.

SCHOLARSHIPS AND AWARDS

Boğaziçi University Publication Award (2005-2006-2007-2010-2011)

Boğaziçi University Academic Incentive Award (2005-2006-2007-2009-2010)

Isabel Craig Memorial Scholarship Indiana University, 2003

Doctoral Student Grant-in-Aid of Research Indiana University, 2003

Leo and Jean Fay Fellowship Indiana University, 2002

Language Education Professional Development Fellowship Indiana University, 2002

TESOL Professional Development Scholarship TESOL, 2001-2002

Full scholarship for graduate study abroad Turkish Ministry of Education, 1998

ASSOCIATION MEMBERSHIPS

İngilizce Eğitimi Derneği-English Language Education Association (INGED)

Teachers of English to Speakers of Other Languages (TESOL)

İngiliz Dili Öğretimi ve Mesleki Gelişim Derneği (TESOL Turkey)

ADMINISTRATIVE POSITIONS

Member, Awards Committee, Boğaziçi University, 2013-

Member, Financial Aid Interviews Committee, Boğaziçi University, 2014-

Member, Faculty Executive Committee, Boğaziçi University, December 2013-2015

Member, Preschool Education Unit Executive Committee, Boğaziçi University, October 2009-2011

Member, Faculty Housing Committee, Boğaziçi University, October 2004-2009

PROFESSIONAL PRESENTATIONS and ACTIVITIES

Tatar, S. (2019). What teaching philosophy statements of pre-service English teachers can tell

us. 11th International Language Teacher Education Conference (LTE). Minneapolis, Minnesota, USA.

Tatar, S. (2015). Non-native-speaker teacher candidates and native speakerism. 21st Conference of the International Association for World Englishes (IAWE). Boğaziçi University, İstanbul, Turkey.

Tatar, S. (2015). Suggestions for improvement of language teacher quality in Turkey: Administrator perspectives. GlobELT Conference. Antalya, Turkey.

Tatar, S. (2014). Attended 3rd National Conference on Foreign Language Education, October 23-24, Boğaziçi University, Istanbul, Turkey.

Tatar, S. (2012). Attended ELF 5, The Fifth International Conference of English as a Lingua Franca, May 24-26, Boğaziçi University, Istanbul, Turkey.

Visited Lleida University, Lelida, Spain on ERASMUS exchange, April 2012.

Tatar, S. (2011). Attended M-Larg: Mobile-learning for young people at risk groups, October 14, Boğaziçi University, Istanbul, Turkey.

Tatar, S. and Yıldız, S. (2011). Does being a native-speaker-teacher or non-native-speaker-teacher matter in hiring decisions? 15th International English Language Teaching Conference (INGED). Hacettepe University, Ankara, Turkey.

Tatar, S. (2011). Developing speaking strategies. İngilizce Dersi Öğretim Programları Yöntem ve Teknikleri Seminerleri Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı. Kırklareli.

Tatar, S., & Yıldız, S. (2010). Underuse of technology: Perspectives from Turkish teachers of English. The 35th Annual Conference of the Association for Teacher Education in Europe (ATEE). Budapest, Hungary.

Akcan, S., & **Tatar, S.** (2009). The perspectives of teachers towards the in-class use of 5th grade English textbook. The First International Congress of Educational Research, Çanakkale, Turkey.

Tatar, S. (2008). How can we empower non-native-English-speaking teachers in the English as a Foreign Language classroom? Paris International Conference on Education, Economy & Society, Paris, France.

Tatar, S. (2007). Empowering NNESTs in the EFL classroom. The Japan Association for Language Teaching (JALT) 33rd Annual Convention, Tokyo, Japan.

- Tatar, S., & Akcan, S. (2006).** Analyzing the feedback sessions: Views from supervisors and cooperating teachers. TESOL Macedonia Thrace 14th Annual Convention, Thessaloniki, Greece.
- Akcan, S., & **Tatar, S. (2006).** Advising and supporting student teachers: Perspectives from the cooperating teachers and the university supervisors on the nature of feedback sessions. Paper presented at the 2nd International English Language Teaching Conference, Famagusta, North Cyprus.
- Tatar, S., & Akcan, S. (2006).** An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. Paper presented at the Forth Annual Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, USA.
- Tatar, S. (2005).** Exploring the use of European Language Portfolio in Turkey. Paper presented at the meeting of Forth International Conference on Language Teacher Education, Minneapolis, Minnesota, USA.
- Tatar, S., & Akcan, S. (2005).** Perspectives from the teacher education program at Boğaziçi University. ITU ELT Seminar, Istanbul, Turkey.
- Tatar, S. (2004).** Why keep silent? The classroom participation experiences of non-native-English speaking students. Paper presented at the meeting of IALIC Fifth Annual Conference on Politics, Plurilingualism, Linguistic Identity, Dublin, Republic of Ireland.
- Tatar, S., & Akyel, A. (2004).** A preliminary study of Turkish faculty and graduate students' perceptions of plagiarism. Paper presented at Summer Institute on Academic Writing, Istanbul, Turkey.
- Tatar, S. (2004).** Turkish graduate students' perceptions of participation in U.S. universities. Paper presented at the meeting of EARLI's JURE Conference, Istanbul, Turkey.
- Yıldız, S., & **Tatar, S. (2002).** Turkish students' perceptions of participation in traditional and web-based classrooms. Paper presented at the meeting of INGED International Conference, Ankara, Turkey.
- Tatar, S., & Yıldız, S. (2002).** Requests by Turkish and American speakers of English. Paper presented at the meeting of International Conference on World Englishes, Urbana-Champaign, IL, USA.
- Tatar, S. (2002).** Whole language activities in an ESL context. Paper presented at the 13th Annual International Whole Language Umbrella Conference, Bethesda, MD, USA.
- Tatar, S. (2001).** How do textbooks teach pragmatics? Reviews of EFL/ESL textbooks. Paper presented at the meeting of Indiana Teachers of English to Speakers of Other Languages Annual Conference, Indianapolis, IN, USA.

Tatar, S. (2000). The communicative approach in Turkey: Experiences of a Turkish EFL teacher. Paper presented at the meeting of Indiana Teachers of English to Speakers of Other Languages Annual Conference, Indianapolis, IN, USA.

THESIS

Tatar, S. (2003). *Turkish graduate students' perceptions of participation in U.S. classrooms*. Unpublished Ph.D. dissertation, Indiana University, Bloomington, IN, USA.

THESIS SUPERVISION (M.A.)

Yaman, S. (ongoing). Potential sources of experienced English teachers' self-efficacy beliefs.

Çal, A. (2010). An exploratory study of two EFL teachers' perceptions and application of curriculum principles.

Kulavuz, D. (2006). Exploring burnout and participation in professional learning activities among university prep Turkish EFL instructors.

THESIS COMMITTEE MEMBERSHIP (M.A. & Ph. D.)

Arslan, T. (2017). Investigating L2 motivational self-system of Turkish learners of English: A correlational study. Bahçeşehir University.

Kemaloğlu Er, E. (2017). ELF-aware pre-service teacher education: Reflections and teaching practices from a case study. Boğaziçi University.

Bakılı Akkoç, A. (2017). The effects of explicit teaching of formulaic language on academic writing. Yeditepe University.

Derince, Z. M. (2016). An odyssey of discovery: Critical literacy in an English preparatory class. Boğaziçi University.

Erdem, D. T. (2015). Comparing L2 learners' strategy use in literal vs. inferential reading: A cognitive validity study through eye-tracking. Boğaziçi University.

Çandarlı, D. (2013). Writer visibility and reader engagement in university students' argumentative essays. Boğaziçi University.

Serdar, H. (2012). Exploring the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and her students' learning experiences regarding L2 grammar. Boğaziçi University.

Aydın, Z. (2011). Enhanced collaboration in foreign language education: Use of wikis in collaborative learning projects. Boğaziçi University.

- Türkmen, Ç. (2010). The perception of native and non-native speakers of English on the performance of apologies and refusals by Turkish, Korean and Thai learners of English. Maltepe University.
- Yılmaz, S. (2010). Exploring learner autonomy through the European Language Portfolio (ELP) in Turkish context. Boğaziçi University.
- Uygun, S. (2010). English Language Teaching quality criteria in Turkish secondary education. Yeditepe University.
- Bağ, E. (2009). Gender and classroom interaction: An analysis of how a female and a male teacher in two EFL classrooms in Turkey give their attention to students. Boğaziçi University.
- Elgün, Z. (2009). The effects of isolated versus integrated form focused instruction (FFI) on foreign language learning at the primary level in an EFL context. Boğaziçi University.
- Şahin, F. E. (2007). A comparison of the teaching efficacy levels of English teachers from student teaching to the induction year. Marmara University.
- Başyurt, E. (2006). Raising the language awareness of pre-service language teachers during their practice teaching experience: A case study in an EFL setting. Boğaziçi University.
- Sağlam, Mustafa (2005). Portfolio assessment versus traditional assessment techniques: A case study on the proficiency development and classroom practices of EFL students in a Turkish military high school. Boğaziçi University.