

HACER HANDE UYSAL, Ph.D.

Professor of English Language Teaching
Hacettepe University, College of Education,
Department of Foreign Language Education
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EDUCATION

THE UNIVERSITY OF IOWA, Iowa City

Ph.D. in Foreign Language and English as a Second Language Education 2006
Secondary Area: Second Language Writing (3.89 GPA)

Dissertation: Tracing the culture behind writing: Rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context

Supervisors: Michael Everson & Carol Severino

Committee: Anne Di Pardo, Leslie Schrier, L. Kathy Heilenman

THE UNIVERSITY OF IOWA, Iowa City

M.A. in English Education (4.00 GPA) 2002
Secondary Area: Teaching Writing

HACETTEPE UNIVERSITY, Ankara

B.A. in American Culture and Literature 1994
Secondary Areas: English Literature, Educational Sciences

SCHOLARSHIPS AND AWARDS

- Granted full scholarship by the Turkish Ministry of Education to pursue graduate study in the U.S.A. between the years 2000-2006.
- Award of excellence from the Turkish Ministry of National Education in 2001, 2002, 2003, 2004, 2005.
- International Publication Award from TUBITAK (The Scientific and Technological Research Council of Turkey) in 2009, 2012, 2014, 2020, 2021.
- International Publication Award from Gazi University in 2009, 2012, 2015.

ACADEMIC WORK EXPERIENCE

- **Hacettepe University, Ankara, Turkey**
Department of Foreign Language Education/English Language Teaching Program
Professor 2020-Present
Associate Professor 2018-2020
- **Gazi University, Ankara, Turkey**
Department of Foreign Language Education/ English Language Teaching Program
Associate Professor 2013-2018
Assistant Professor 2009-2013
Researcher 2006-2009

- **The University of Iowa, Iowa City, USA**
International Programs, Autonomous Language Learning Program (AllNet)
Graduate Research Assistant 2005-2006
Turkish Language Instructor 2004-2006

Responsibilities: Training tutors on teaching less commonly taught languages, preparation of workshops and educational materials for tutors, teaching elementary to advanced Turkish.

ADMINISTRATION

- Farabi Program Coordinator 2019-Present
- Director of the English Academic Writing & Research Center at Gazi University 2014-2017
- Erasmus/ETC Departmental Coordinator at Gazi University 2008-2009

OTHER PROFESSIONAL SERVICES

- Member of the Hacettepe University College of Education Quality Commission (2020-present)
- Member of the Hacettepe University International Student Acceptance Commission (2018-present)
- Academic Advisor for Gazi Private Schools, responsible for in-service education of English language teachers at K-12 level (2013-2016).
- Member of the Social and Cultural Activities Committee at Gazi University, College of Education, 2009-2010.
- Member of the Turkish Student Association of the University of Iowa, responsible for public relations, 2000-2002.
- Director of the School Charity Organization at Osmancık High School.

ACADEMIC COURSES TAUGHT

Ph.D. Courses :

- World Englishes and Issues in Language Teaching
- Comparative Studies in Foreign Language Teaching
- Foreign Language Teaching and Problems of Learning
- Academic Writing for Scholarly Publication
- Issues in Second Language Reading & Writing Research

M.A. Courses :

- Qualitative Research Techniques
- Sociolinguistics in Foreign Language Teaching
- Academic Discourse
- Introduction to Discourse Analysis
- Critical and Contemporary Issues in Education

B.A. Courses :

- Discourse Analysis & English Language Teaching
- Sociolinguistics & English Language Teaching
- Teaching English Language Skills
- Advanced English Reading-Writing Skills I & II

- Teaching Foreign Languages to Young Learners I & II
- Oral Presentation Skills
- Oral Communication Skills I & II
- Listening and Phonetics I & II

K-12 TEACHING EXPERIENCE

- | | |
|--|-----------|
| ▪ Osmancık Foreign Language High School, Çorum, Turkey
English language teacher | 1996-2000 |
| ▪ British School, Ankara, Turkey
English language teacher | 1994-1996 |
| ▪ Şafak Private High School, Ankara, Turkey
English language teacher | 02-06/95 |
| ▪ Active English Language Center, Ankara, Turkey
English language teacher | 08-12/94 |

RESEARCH INTERESTS

- Second Language Writing
- Discourse Analysis
- Intercultural/Contrastive Rhetoric
- Corpus Linguistics
- Language Policy and Planning
- Teaching Foreign Languages to Young Learners
- Language Teacher Education and ESL Methodology

GRANTS/ FUNDED PROJECTS

Projects funded by the European Commission:

- **Project Coordinator, country manager, and researcher** in “A Web and School-based Professional Development Project for Foreign Language Teachers of Young Learners (SBATEYL).” Funded by the European Commission under the Erasmus+ Key Action 2: Strategic Partnership for School Education, 2014-2017 (355.000 €). (www.sbateyl.org/ www.portalsbateyl.org)
- **Researcher** in “E-COMMA: Identification and definition of emerging eCommerce and Online-Marketing job profiles in line with the ICT sector-specific e-Competence Framework and the EQF and development of ECVET based training curricula for these jobs.” Funded by the European Commission under the Erasmus+Key Action 102: Vocational Education and Training, 2015-2018 (286.100 €).

Projects funded by TUBITAK (The Scientific and Technological Research Council of Turkey):

- **Trainer** in “English Scientific Article Writing and Publishing Course for Graduate Students in Education Sciences.” Funded by TUBITAK, BIDEB 2237 (April, 2021).
- **Trainer** in “English Scientific Article Writing and Publishing Course for Graduate Students in Education Sciences.” Funded by TUBITAK, BIDEB 2237 (August, 2020).

- **Academic Advisor and Teacher Trainer** in “Common European Framework for Teaching European Languages and European Language Portfolio Program for Undergraduate Students of ELT.” Funded by TUBITAK, BIDEB-2229 (2016). (17.800 €).
- **Trainer** in “Common European Framework for Teaching European Languages and European Language Portfolio Program for Graduate Students of ELT.” Funded by TUBITAK, BIDEB-2229, (2014). (17800 €).
- **Specialist** in the “Yabancı Dilde Akademik Okuryazarlık Yeterliklerine Yönelik İhtiyaçların ve Düzeylerinin Belirlenmesi,” (Determining the needs and levels of foreign language academic literacy competence). Funded by TUBITAK, 2013-2015

Other projects:

- **Project coordinator & principal investigator** in the “Gazi University Academic Writing Center Project.” Gazi University Research Project Grant (BAP), 04/2013-01, 2013-2016 (14.000 €).
- **Project coordinator & principal investigator** in the project “English Language Spread in Academia: Academic Publishing Policy and Literacy-in-education Practices in Turkey.” Gazi University Individual Research Project Grant (BAP), 04/2012-26, 2012-2014 (3000 €).
- **Academic advisor** in the “Gelişen Okullar Projesi” (Developing Schools Project) funded by Gazi Üniversitesi Vakfı (2014-2016).
- **Specialist** in the Turkish team of the EURYDICE Project. Funded by the Turkish Ministry of National Education, 2010-2011.

PUBLICATIONS

Peer-reviewed Scientific Journal Articles

Ozturan, T. & Uysal, H. H. (2022). Mediating multilingual immigrant learners’ L2 writing through interactive dynamic assessment. *Journal of Theoretical Educational Science*, [Indexed in ERIC]

Uysal, H. H. & Selvi, B. (2021). Writing centers as a solution to the problems of international scholars in writing for publication. *International Online Journal of Education and Teaching*, 8, 288-309. [Indexed in ERIC]

Karaca, M. & Uysal, H. H. (2021). The development and validation of an inventory on English writing teacher beliefs. *Assessing Writing*, 47, 1-18. [Indexed in SSCI, Q1]

Gungor, F. & Uysal, H. H. (2020). Lexical bundle use and crosslinguistic influence in academic texts. *LINGUA*, 242, 1-22. [Indexed in SSCI, Q3]

- Cigdem, G. & Uysal, H. H. (2019). The relationship between teacher burnout and organizational socialization among English language teachers. *Journal of Language & Linguistics Studies*, 15(1), 339-361. [Indexed in ERIC]
- Güngör, F. & Uysal, H. H. (2016). A comparative analysis of lexical bundles used by native and non-native scholars. *English Language Teaching*, 9 (6), 176-188. [Indexed in ERIC]
- Uysal, H. H. (2014). English language spread in academia: Macro-level state policies and micro-level practices of scholarly publishing in Turkey. *Language Problems and Language Planning*, 38 (3), 265-291. [Indexed in SSCI, Q4]
- Uysal, H. H. & Bardakci, M. (2014). Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms? *South African Journal of Education*, 34 (1), 1-16. [Indexed in SSCI, Q4]
- Uysal, H. H. (2012). Argumentation across L1 and L2 writing: Exploring cultural influences and transfer issues. *VIAL-Vigo International Journal of Applied Linguistics*, 9, 133-159. [Indexed in SSCI, Q4]
- Uysal, H. H. (2012). Evaluation of an in-service training program for primary-school language teachers in Turkey. *Australian Journal of Teacher Education*, 37 (7), 14-29. [Indexed in ERIC & AEI]
- Uysal, H. H. (2012). Cross-cultural pragmatics of reading: The case of American and Turkish students reacting to a Turkish text. *The Reading Matrix*, 12 (1), 12-29. [Indexed in ERIC]
- Uysal, H. H. (2012). The critical role of journal selection in scholarly publishing: A search for journal options in language-related research areas and disciplines. *Journal of Language & Linguistics Studies*, 8 (1), 50-95. [Indexed in ERIC]
- Uysal, H. H. (2010). A critical review of the IELTS writing test. *ELT Journal*, 64(3), 314-320. [Indexed in SSCI, Q1]
- Uysal, H. H. (2010). A response to Graham Hall. *ELT Journal*, 64(3), 329-330. [Indexed in SSCI, Q1]
- Uysal, H. H. (2009). Developments in validity research in second language performance testing. *The Buckingham Journal of Language and Linguistics*, 1(2), 61-68.
- Uysal, H. H. (2008). Tracing the culture behind writing: Rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context, *Journal of Second Language Writing*, 17(3), 183-207. [Indexed in SSCI, Q1]
- Uysal, H. H., Plakans, L., Dembovskaya, S. (2007). English spread in local contexts: Turkey, Latvia, and France. *Current Issues in Language Planning*, 8 (2), 192-207. [Indexed in ERIC]

Scientific Books

- Uysal, H. H. (Ed.) (2020). *Political, Pedagogical, and Research Insights into Early Language Education*. New Castle upon Tyne-UK: Cambridge Scholars Publishing.

Cigdem, G. & Uysal, H. H. (2019). *Teacher Burnout and Organizational Socialization*. Germany: Lambert Academic Publishing.

Haznedar, B. & Uysal, H. H. (Eds.) (2010). *Handbook for Teaching Foreign Languages to Young Learners in Primary Schools*. Ankara: Anı Publications.

Uysal, H. H. (2008). *The Interplay between Culture and Writing: Rhetorical and Process Patterns in L1 and L2 Argumentative Writing within a Cultural Context*. Saarbruecken-Germany: VDM Verlag Aktiengesellschaft.

Book Chapters

Karaca, M. & Uysal, H. H. (in press). An investigation into EFL writing teacher education and professional development: Voices from teacher trainers and writing teachers in the Turkish context. In E. Ene, B. Gilliland, S. Henderson, T. Saenkhum, and L. Seloni (Eds.). *EFL Writing Teacher Education and Professional Development: Voices from Under-represented Contexts*. Bristol: Multilingual Matters.

Ergul, H. & Uysal, H. H. (in press). Negotiation of errors in form-focused oral interaction sequences in young learner classrooms. In L. Lopriore & D. Karoulla-Vrikki (Eds.). *Oracy Acquisition and Development in Early Second Language Learning: Voices from Diverse International Contexts*. Bristol: Multilingual Matters.

Bozbiyik, M. & Uysal, H. H. (2022). A Closer Look at the Doctoral Writing Practices in an English-Medium University in Turkey. In Y. Kirkgoz & A. Karakas (Eds.). *English as the Medium of Instruction in Turkish Higher Education*. Switzerland: Springer.

Uysal, H. H. (2021). Validity in testing and assessment of foreign languages. In S. Inal & O. Tunaboylu (Eds.). *Testing and Assessment in Foreign Language Classrooms: Theory with Practice*. Ankara: Nobel Publishing.

Uysal, H. H. (2021). A brief historical journey from contrastive rhetoric to intercultural rhetoric – a promising interdisciplinary field of research. In A. Kumcu & S. Soylemez (Eds.). *Synergy – Linguistics: Contemporary Studies on Turkish Linguistics* (pp. 163-184). Germany: Peter Lang.

Uysal, H. H. (2020). Introduction. Recent Trends and Challenges in Early Language Teaching. In H. H. Uysal (Ed.) *Political, Pedagogical, and Research Insights into Early Language Education*. New Castle upon Tyne-UK: Cambridge Scholars Publishing.

Uysal, H. H. (2020). Continuous Professional Development of Early Language Teachers: The Case of SBATEYL. In H. H. Uysal (Ed.) *Political, Pedagogical, and Research Insights into Early Language Education*. New Castle upon Tyne-UK: Cambridge Scholars Publishing.

Uysal, H. H. (2017). Global spread of English in academia and its effects on writing instruction in Turkish universities. In L. Arnold, A. Nebel, & L. Ronesi (Eds.). *Emerging Writing Research from the Middle East and North Africa (MENA) Region* (pp. 41-66). The WAC Clearinghouse/ Colorado State University Publishing, Boulder: Colorado.

Uysal, H. H. (2014). Turkish academic culture in transition: Centre-based state policies and semi-peripheral practices of research, publishing, and promotion. In K. Bennett (Ed.), *The*

Semi-periphery of academic writing: Discourses, communities, and practices (pp. 165-189). London: Palgrave Macmillan.

Uysal, H. H. (2014). A cross-cultural study of indirectness and hedging in the conference proposals of English NS and NNS scholars. In A. Lyda, & K. Warchal (Eds.), *Occupying niches: Interculturality, cross-culturality and acculturality in academic research* (pp. 179-195). Switzerland: Springer.

Haznedar, B. & Uysal, H. H. (2010). Introduction: Embracing theory and practice in teaching languages to young learners. In B. Haznedar & H. H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp. 1-20). Ankara: Anı Publications.

Uysal, H. H. (2010). The role of grammar and error correction in teaching languages to young learners. In B. Haznedar & H. H. Uysal (Eds.), *Handbook for teaching foreign languages to young learners in primary schools* (pp. 233-252). Ankara: Anı Publications.

Uysal, H. H. (2009). *Socio-cultural approaches in second language speaking and writing education*. In D. Yaylı & Y. Bayyurt (Eds.), *Yabancılarla Türkçe Eğitimi:Yöntem, Politika, ve Beceriler* (pp. 91-104). Ankara: Anı Publications.

Uysal, H. H. (2007). Educating second language writing teachers: Issues and suggestions. In B. Johnston and K. Walls (eds.) *Voice and Vision in Language Teacher Education* (pp. 239-248). Minneapolis: University of Minnesota Press.

CONFERENCE PRESENTATIONS

Invited Addresses

1. Uysal, H. H. (2018). Invited plenary speaker. "A historical review of research and pedagogy in writing as an additional language." At the DU-ICOL/Writing Conference, Duzce University, Turkey.
2. Uysal, H. H. (2018). Invited panel discussant. "The cultures of writing, writing across cultures." At the 2nd International Conference on Research in Applied Linguistics, Inonu University, Malatya, Turkey.
3. Uysal, H. H. (2018). Invited plenary speaker. "Fostering Intercultural Communicative Competence in Foreign Language Writing Classrooms in light of the Socio-cultural Theories." At the 4th Cukurova International English Language Teachers (CUELT) Conference, Adana, Turkey.
4. Uysal, H. H. (2017). Invited plenary speaker. "The critical pragmatic approach to academic writing." At the 3rd GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Ephesus, Turkey.
5. Uysal, H. H. (2017). Keynote speaker. "The SBATEYL project for early language teachers." In the International Conference on Teaching Languages to Young Learners, Ephesus, Turkey.
6. Uysal, H. H. (2017). Invited panel speaker. "Post-preparatory class EAP/ESP courses" (Hazırlık sonrası bölüm İngilizcesi EAP/ESP dersleri). In 11th. Foreign Language Higher Institutions' Director's Meeting. Social Sciences University, Ankara, Turkey.

7. Uysal, H. H. (2015). Invited speaker in the panel of editors (with Liz Hamp-Lyons, Brian Paltridge, Carmen Perez-Llantada, Olga Dontcheva-Navratilova, and Ana Bocanegra-Valle), 3rd International PRISEAL Conference: Publishing and Presenting Research Internationally. University of Coimbra, Coimbra, Portugal.

8. Uysal, H. H. (2014, October). Invited plenary panel speaker about early language teaching in Turkey. 3rd National Conference on Foreign Language Education. Bogazici University, Istanbul, Turkey.

9. Uysal, H. H. (2012, November). Invited panel speaker about the inspection of language programs at all levels and individual supervision. 1st National Conference on Foreign Language Teaching. Hacettepe University, Ankara, Turkey.

10. Uysal, H. H. (2011, June). Invited round-table discussant about writing & publishing in English (with Ken Hyland, John Swales, Anna Duszak, Anna Mauranen, Mary Ellen Kerans, and Tatyana Yakhontova). 2nd International PRISEAL Conference: Publishing and Presenting Research Internationally. University of Silesia, Sosnowiec, Poland.

Refereed International Conference Presentations

11. Uysal, H. H. & Selvi, B. (2021, July). The needs of Turkish scholars in writing for publishing purposes in English. Paper presented at the 11th European Association for the Teaching of Academic Writing (EATAW) Conference. Ostrava, Czech Republic.

12. Uysal, H. H. & Selvi, B. (2021, July). A descriptive report on an English academic writing and research center for publication purposes. Paper presented at the 11th European Association for the Teaching of Academic Writing (EATAW) Conference. Ostrava, Czech Republic.

13. Jalilzadeh, K., Asik, A., Uysal, H. H. & Cephe, P. (2021, June). Illumination on Turkish EFL Instructors' writing assessment literacy beliefs and practices. Paper presented in the 2nd CBLA Online Sig Meeting. EALTA (European Association for Language Testing and Assessment).

14. Erdemir, N. & Uysal, H. H. (2020, July). Corpus-based rhetorical move analysis of the research article results. Paper presented at the 14th TALC: Teaching and Language Corpora Conference. University of Perpignan, France.

15. Uysal, H. H. (2018). English Language Spread in Academia and Its Effects on Turkish and English Academic Writing Instruction. Paper presented at the 4th GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Belgrade, Serbia.

16. Uysal, H. H. & Onalan, O. (2018). A Comparison of Students' and Instructors' Perceptions of Teaching Pronunciation. Paper presented at the 4th GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Belgrade, Serbia.

17. Uysal, H. H. & Aşık, A. (2018). School-based Follow-up Supervision for Professional Development of Early Language Teachers on Technology Integration. Paper presented at Cukurova International English Language Teachers (CUELT) Conference, Adana, Turkey.

18. Uysal, H. H. & Yesilyurt, Y. E. (2018). How training and self-reflection affect peer-feedback practices of EFL learners. Paper presented at the International Conference on Science and Education, Afyon, Turkey.
19. Uysal, H. H., Selvi, B. & Okumus, K. (2017). The effect of written corrective feedback on young L2 English learners' noticing and output in a collaborative writing task. Paper presented at the International Conference on Teaching Languages to Young Learners Conference, Ephesus, Turkey.
20. Inan, S. & Uysal, H. H. (2017). Identifying the functions of the native language used by teachers in young learner EFL classrooms. Paper presented at the International Conference on Teaching Languages to Young Learners Conference, Ephesus, Turkey.
21. Karaca, M. & Uysal, H. H. (2017). Developing and preliminary validation of the teachers' attitudes towards writing in English scale. Paper presented at the 3rd Cukurova International English Language Teachers Conference (CUELT). Adana, Turkey.
22. Uysal, H. H. (2017). Developing early language teachers through the SBATEYL project. Paper presented at the IATEFL Conference. Glasgow, UK.
23. Uysal, H. H. & Brumen, M. (2016, July). New approaches and practical suggestions for assessing young learners through SBATEYL project. Paper presented at The Young Learners Symposium. University of Oxford, Oxford, UK.
24. Gunes, C. & Uysal, H. H. (2016, May). Factors behind the Turkish EFL teachers' burnout and organizational socialization difficulties. Paper presented at The 9th International ELT research Conference, Canakkale 18 Mart University, Canakkale, Turkey.
25. Yuksel, S. & Uysal, H. H. (2016, May). Written or oral feedback: Which one facilitates idea development in writing classes? Paper presented at The 9th International ELT research Conference, Canakkale 18 Mart University, Canakkale, Turkey.
26. Uysal, H. H. (2016, April). New trends in early language teaching through SBATEYL project. Paper presented at New Trends in Foreign Language PETALL conference. University of Granada, Granada, Spain.
27. Gunes, C. & Uysal, H. H. (2016, April). The relationship between the Turkish EFL teachers' burnout and organizational socialization levels. Paper presented at GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya, Turkey.
28. Uysal, H. H. (2016, April). EPOSTL as a self-assessment tool in an in-service teacher education program (SBATEYL). Paper presented at The International Conference on the use of the European Portfolio for Student Teachers of Languages (EPOSTL). Antalya, Turkey.
29. Uysal, H. H. & Aşık, A. (2016, February). Integrating technology in young learner classrooms: An Inset Program via SBATEYL project. Paper presented at the Multilingual CALL: Multilingual Language Learning with Digital Media in Primary and Secondary Classrooms Conference. Goethe University, Frankfurt, Germany.

30. Uysal, H. H. (2015, November). Code-meshing L1 and L2 rhetoric in scientific academic writing instruction. A step towards pluralism in writing? Paper presented at the 3rd International PRISEAL Conference: Publishing and Presenting Research Internationally. University of Coimbra, Coimbra, Portugal.
31. Uysal, H. H. (2015, June). Global spread of English in academia and its effects on writing instruction in Turkish universities. Paper presented at the 8th European Association for the Teaching of Academic Writing (EATAW) Conference, Tallinn University of Technology, Tallinn, Estonia.
32. Uysal, H. H. (2015, May). Continuing Professional Development of Language Teachers: Challenges and Possible Solutions. Paper presented at GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya, Turkey.
33. Goksu, A., Mirici, I. H., & Uysal, H. H. (2015, March). The effects of corrective feedback on grammar acquisition of young learners through the focus-on-form instruction in an EFL context. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Toronto, Canada.
34. Uysal, H. H. (2013, May). English language spread in academia and its effects on Turkish scholars' attitudes and publishing behavior. Paper presented at ULEAD 2013 Annual Congress: Multi-paradigmatic Transformative Research in Education: Challenges and Opportunities. Nevsehir, Urgup, Turkey.
35. Uysal, H. H. (2013, March). English language spread in academia: Academic publishing policy and literacy-in-education practices in Turkey. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Dallas, Texas, USA.
36. Uysal, H. H. (2012, July). English spread in academia: Perspectives from the Turkish Context. Paper presented at the 3rd International Congress of Humanities and Social Sciences Research, Paris, France.
37. Uysal, H. H. (2012, June). Argumentation across L1 and L2 Writing: Exploring Cultural Influences and Transfer Issues. Paper presented at the 1st ILCS International Symposium on Language and Communication. Izmir University, Izmir, Turkey.
38. Uysal, H. H. (2011, June). Indirectness, hedging, and overstatements in the conference proposals of English NS and NNS scholars. Paper presented at the 2nd International PRISEAL Conference: Publishing and Presenting Research Internationally. University of Silesia, Sosnowiec, Poland.
39. Uysal, H. H. (2010, August). Evaluation of an in-service education program for primary school EFL teachers in Turkey. Paper presented at the 5th International Conference on Interdisciplinary Social Sciences. Cambridge University, Cambridge, United Kingdom.
40. Uysal, H. H. & Bardakçı, M. (2010, August). Elementary school EFL teachers' interacting beliefs and practices of grammar teaching and error correction. Paper presented at the 5th International Conference on Interdisciplinary Social Sciences. Cambridge University, Cambridge, United Kingdom.

41. Uysal, H. H. & Akpınar, K. D. (2009, July). Cultural differences in the perception of indirectness in scientific academic discourse. Paper presented at the 11th International Pragmatics Conference. Melbourne, Australia.
42. Uysal, H. H. & Bardakçı, M. (2009, May). Teacher beliefs and practices regarding teaching grammar and error correction. Paper presented at the 10th International METU ELT Convention. Ankara, Turkey.
43. Uysal, H. H. (2008, July). Argument structures in L1 and L2 essays of Turkish writers in relation to a cultural-educational context. Paper presented at the 3rd International Language, Culture, and Mind Conference. Odense, Denmark.
44. Uysal, H. H. (2008, May). Developments in validity research in second language performance testing. Paper presented at the 5th International ELT Research Conference. Çanakkale, Turkey.
45. Uysal, H. H. (2008, May). IELTS writing test: A critical review. Paper presented at the 5th International ELT Research Conference. Çanakkale, Turkey.
46. Uysal, H. H. (2008, May). Exploring Turkish and English writing instruction within a social-cultural framework. Paper presented at the 8th International Language, Literature, and Stylistics Conference. İzmir, Turkey.
47. Uysal, H. H. & Akpınar, K. D. (2008, May). Cross-cultural differences in Turkish, Japanese, and Indian scholars' conference abstracts. Paper presented at the 8th International Language, Literature, and Stylistics Conference. İzmir, Turkey.
48. Uysal, H. H. (2006, June). Tracing the culture behind writing: Rhetorical preferences of Turkish writers and their bidirectional transfer in relation to the previous writing instruction in L1 and L2. Paper presented at the European Writing Centers Association (EWCA) Conference. İstanbul, Turkey.
49. Osinskaya, E. & Uysal, H. H. (2006, April). Professional development for language tutors in an autonomous language learning setting. Paper presented at the 9th Annual International NCOLCTL Conference. Madison, Wisconsin, USA.
50. Uysal, H. H. (2005, July). Turkish and English native speakers reacting to a Turkish text. Paper presented at the 2nd International Conference on Written Discourse and Intercultural Rhetoric. Indianapolis, Indiana, USA.
51. Uysal, H. H. (2005, June). L2 writing teacher education: Issues and suggestions. The 4th International Language Teacher Education Conference. Minneapolis, Minnesota, USA.
52. Uysal, H. H. (2004, July). Writing in Turkish and in English: Turkish organizational patterns, transfer, and L2 proficiency in the context of Turkish schooling. Paper presented at the 1st International Conference on Written Discourse and Contrastive Rhetoric. Indianapolis, Indiana, USA.
53. Uysal, H. H., Plakans, L., Dembovskaya, S. (2004, May). Faces of English Spread: Latvia, Turkey, and France. Paper presented at the American Association for Applied Linguistics (AAAL) Conference. Portland, Oregon, USA.

EDITORIAL SERVICES & CONFERENCE ORGANIZATION

Editor

Founding Editor-in-Chief for the Journal of Language Teaching and Learning (www.jltl.org) (2010-2015).

Journal Editorial Board Membership

- Journal of Language and Linguistic Studies
- Innovations in Language Teaching Journal
- Language and Communication Quarterly

Journal Reviewer

- Journal of Second Language Writing
- Modern Language Journal
- Language, Culture, and Curriculum
- Language Awareness
- Corpora
- British Journal of Education, Society, and Behavioral Science
- MIDTESOL Journal
- Educational Research
- Journal of Language and Education
- Eurasian Journal of Applied Linguistics
- Hacettepe University Journal of Education
- International Online Journal of Education and Teaching
- Bogazici University Journal of Education Faculty
- Novitas Royal: Research on Youth and Language
- 19 Mayıs University Journal of Education Faculty

Conference Editorial/ Scientific Board Membership

- GlobELT: An International Conference on Teaching and Learning English as an Additional Language (2018, 2017, 2016, 2015)
- Eurasian Educational Research Congress (2018, 2017, 2016, 2015, 2014)
- ELT Research Conference (2018, 2016, 2014, 2012)
- International ELT Conference, Gazi Üniversitesi, Ankara (2013)
- ILCS International Symposium on Language and Communication, İzmir University, İzmir, Turkey (2012).
- The 5th International Conference of English as Lingua Franca, Bosphorus University, İstanbul, Turkey (2012).

Conference Organization

- Conference Chair of "The International Conference on Teaching Languages to Young Learners," Ephesus, Turkey (2017)
- Member of the National Conference Organization Committee for CAFT- International Congress of Comparative Literature and the Teaching of Literature and Language, Gazi University, Ankara (2009).

STUDENT ADVISING AND MENTORING

Doctoral dissertation supervisor

Kagitci, B. A Translingual approach to academic writing: Code-meshing as a pedagogical tool. Hacettepe University, Institute of Educational Sciences (co-advisor with Suresh Canagarajah, in progress).

Savran, Z. A quasi-experimental study into the effects of corpus-based activities on the complexity of spoken language. Hacettepe University, Institute of Educational Sciences (In progress).

Gunes, H. Interaction among elements of positive psychology and English language achievement at tertiary level: A structural equation modeling. Hacettepe University, Institute of Educational Sciences (In progress).

Ozturan, T. The impact of dynamic assessment on EFL learners' writing skills. Hacettepe University, Institute of Educational Sciences (In progress).

Yesilyurt, Y. E. (2021). A conversation analytic study on interactional patterns in synchronous online talk of L2 writing peer response. Gazi University, Institute of Educational Sciences.

Selvi, B. (2021). The linguistic problems faced by Turkish scholars in writing for publication purposes. Gazi University, Institute of Educational Sciences.

Yilmaz, N. (2019). Textual analysis of argumentative essays according to the Toulmin model: Position of claims, evidence types, and coherence. Hacettepe University, Institute of Educational Sciences.

Erdemir, N. (2019). A corpus-based rhetorical analysis of L1 English, L2 English, and L1 Turkish research articles. Gazi University, Institute of Educational Sciences.

Valizadeh, M. (2019). Comprehensive written feedback: Effects on L2 syntactic accuracy and complexity in writing. Gazi University, Institute of Educational Sciences.

Karaca, M. (2018). Teacher beliefs and practices regarding writing and teaching and assessing writing. Gazi University, Institute of Educational Sciences.

Gungor, F. (2016) Crosslinguistic analysis of lexical bundles in L1 English, L2 English, and L1 Turkish research articles. Gazi University, Institute of Educational Sciences.

Doctoral dissertation committee member

Tosun, S. (2020). The influence of conventional and distance flipped instruction on EFL learners' self-regulation skills and anxiety while teaching speaking skills. Hacettepe University, Institute of Educational Sciences.

Sari, S. (2020). The effects of action-oriented approach on teaching English to students with mild specific learning difficulties. Hacettepe University, Institute of Educational Sciences.

Irgin, P. (2018). Exploring the Role of Strategy Training in Second Language Listening Comprehension in a Blended Learning Environment. Hacettepe University, Institute of Educational Sciences.

Arslan, S. (2018). Designing an in-service teacher training program for English teachers in non-formal education. Hacettepe University, Institute of Educational Sciences.

Seitova, M. (2018). The effect of the EPOSTL on the self-evaluation of the student teachers of English at Akhmet Yassawi International Kazakh-Turkish University. Hacettepe University, Institute of Educational Sciences.

Kavakli, N. (2018). CEFR oriented testing and assessment practices in non-formal English language schools in Turkey. Hacettepe University, Institute of Educational Sciences.

Balaman, U. (2016). A conversational analytic study on the development of L2 interactional competence in an online task-oriented environment. Hacettepe University, Institute of Educational Sciences.

Cakildere, B. (2016). The effects of the European Language Portfolio use on learner autonomy and motivation in blended learning practices. Hacettepe University, Institute of Educational Sciences.

Ozturk, G. (2015). Language teacher cognition, classroom practices and institutional context: A qualitative case study on three EFL teachers. Middle East Technical University, Institute of Educational Sciences.

Goksu, A. (2014). The effects of corrective feedback on the grammar acquisition of young learners through focus-on-form instruction in an EFL context. Gazi University, Institute of Educational Sciences.

Kose, S. (2010). A comparative study of form vs. meaning-focused translation instruction to the second year ELT students. Gazi University, Institute of Educational Sciences.

Master's thesis supervisor

Acarol, K. (2020). A study on investigating the factors that demotivate learners of English as a foreign language. Hacettepe University, Institute of Educational Sciences.

Anvarova, M. (2018). A cross-cultural comparative study of rhetorical moves in social sciences conference abstracts. Gazi University, Institute of Educational Sciences.

Inan, S. (2016). Teachers' use of L1 in young learner EFL classrooms in Turkey. Gazi University, Institute of Educational Sciences.

Yuksel, S. (2015). Written or oral teacher feedback: Which one serves the purpose of idea development in writing classes better? Gazi University, Institute of Educational Sciences.

Gunes, C. (2014). Teacher socialization and burnout: The case of EFL teachers in Turkey. Gazi University, Institute of Educational Sciences.

Dabaghi, A. (2014). A comparative study concerning the classroom teaching practices of NS and NNS English language teachers. Gazi University, Institute of Educational Sciences.

LANGUAGES

Turkish: Native

English: Near native

German: Upper-Intermediate

MEMBERSHIP

-International Association of English as a Foreign Language (IATEFL)

-European Association for the Teaching of Academic Writing (EATAW)

-European Writing Centers Association (EWCA)

-International Pragmatics Association (IPA)

-TESOL Asia

-American Association for Teachers of Turkic Languages

-Mediterranean Editors and Translators Association