

## **Asst. Prof. FATMA KAYA**

### **Personal Information**

**Office Phone:** [+90 346 487 0000](tel:+903464870000) Extension: 4735

**Email:** [ftkaya@cumhuriyet.edu.tr](mailto:ftkaya@cumhuriyet.edu.tr)

**Web:** <https://avesis.cumhuriyet.edu.tr/ftkaya>

### **International Researcher IDs**

ORCID: 0000-0002-4040-0194

Yoksis Researcher ID: 178823

### **Education Information**

Doctorate, Cukurova University, Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi, Turkey 2014 - 2019

Postgraduate, Dicle University, Institute Of Educational Sciences, İngilizce Eğitimi, Turkey 2012 - 2014

Undergraduate, Inonu University, Eğitim Fakültesi, Yabancı Diller Eğitimi, Turkey 2006 - 2011

### **Foreign Languages**

English, C1 Advanced

### **Dissertations**

Doctorate, The effects of explicit teaching of metadiscourse markers on writing proficiency of efl students and students'xx views on the process, Cukurova University, Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi, 2019

Postgraduate, An examination of language learning strategies with reference to computer and mobile phone technology, Dicle University, Institute Of Educational Sciences, Yabancı Diller Eğitimi, 2014

### **Research Areas**

Education in English

### **Academic Titles / Tasks**

Assistant Professor, Sivas Cumhuriyet University, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, 2022 - Continues

Research Assistant, Dicle University, Ziya Gökalp Faculty Of Education, Department Of Foreign Language Education, 2011 - 2022

### **Courses**

İngilizce Öğretiminde Materyal Tasarımı, Undergraduate, 2022 - 2023

Kitle İletişiminde İngilizce, Undergraduate, 2022 - 2023

Yazma Becerileri, Undergraduate, 2022 - 2023

## Articles Published in Other Journals

- I. **Transition to Distance Education during Covid-19 Pandemic: Opinions of Faculty Members and Pre-service Teachers in an English Language Teaching Department in Turkey**  
Güneş S., Kaya F.  
Journal of Computer and Education Research, vol.10, no.20, pp.547-571, 2022 (Peer-Reviewed Journal)
- II. **Emotions related to identifiable/anonymous peer feedback: A case study with Turkish pre-service English teachers**  
Kaya F.  
ISSUES IN EDUCATIONAL RESEARCH, vol.31, no.4, pp.1088-1100, 2021 (ESCI)
- III. **Exploring the Role of Training in Promoting Students' Peer-Feedback Including Critical Peer-Feedback**  
Kaya F., Yaprak Z.  
JOURNAL OF EDUCATIONAL RESEARCH AND PRACTICE, vol.10, no.1, pp.377-392, 2020 (Peer-Reviewed Journal)
- IV. **Exploring Effects of Explicit Teaching of Metadiscourse Markers on EFL Students' Writing Proficiency.**  
Kaya F., Sofu H.  
THE READING MATRIX:AN INTERNATIONAL ONLINE JOURNAL, vol.20, no.2, pp.113-130, 2020 (Peer-Reviewed Journal)
- V. **Improving EFL Learners' Oral Production through Reasoning-gap Tasks Enhanced with Critical Thinking Standards: Developing and Implementing a Critical TBLT Model, Pre-Task Plan, and Speaking Rubric**  
Yaprak Z., Kaya F.  
ADVANCES IN LANGUAGE AND LITERARY STUDIES, vol.11, no.1, pp.40-50, 2020 (Peer-Reviewed Journal)
- VI. **TO DO OR NOT TO DO? INVESTIGATING LECTURERS' MORAL DILEMMAS THROUGH CRITICAL INCIDENTS**  
Banlı S., Kaya F., Güleriyüz Adamhasan B.  
THE JOURNAL OF INTERNATIONAL SOCIAL RESEARCH, vol.8, no.39, pp.583-594, 2015 (Peer-Reviewed Journal)