

ÖZGEÇMİŞ

1. **Adı Soyadı: Şehnaz Şahinkarakas**
2. **Doğum Tarihi: 1960**
3. **Unvanı: Prof. Dr.**
4. **Öğrenim Durumu:**

Derece	Alan	Üniversite	Yıl
Lisans	İngiliz Dili Eğitimi	Çukurova Üniversitesi	1984
Y. Lisans	İngiliz Dili Eğitimi	Bilkent Üniversitesi	1993
Doktora	İngiliz Dili Eğitimi	Çukurova Üniversitesi	1998

5. Akademik Unvanlar:

- Yardımcı Doçentlik Tarihi** : İngiliz Dili Eğitimi, Çukurova Üniversitesi, 2000
İngiliz Dili Eğitimi, Çağ Üniversitesi, 2010
- Doçentlik Tarihi** : İngiliz Dili Eğitimi, Çağ Üniversitesi, 2012
- Profesörlük Tarihi** : İngiliz Dili Eğitimi, Çağ Üniversitesi, 2018

6. Yayınlar

6.1. Uluslararası hakemli dergilerde yayımlanan makaleler (SCI & SSCI & Arts and Humanities)

- Zaimoglu, S. & Sahinkarakas, S. (2021). Development of a social-emotional foreign language learning scale (SEFFLS) for young adults. *Current Psychology*. doi: 10.1007/s12144-021-02090-y
- Sahinkarakas, S. (2011). Young Students' Success and Failure Attributions in Language Learning. *Social Behavior and Personality*, 39(7), 879-886. doi:10.2224/sbp.2011.39.7.879
- Sahinkarakas, S., Yumru, H. & Inozu, J. (2010). A Case Study: Two Teachers' Reflections on The ELP in Practice. *ELT Journal*, 64(1), 65-75. doi: 10.1093/elt/ccp020

6.2. Uluslararası diğer hakemli dergilerde yayımlanan makaleler

- Altaş, B. & Sahinkarakas, S. (2022). Investigating how learners respect alien voices in a foreign language classroom. *Hacettepe University Journal of Education*, 37(1), 76-91. doi: 10.16986/HUJE.2020063456
- Buyukkarci, K. & Sahinkarakas, S. (2021). The impact of formative assessment on students' assessment practices. *The Reading Matrix: An International Online Journal*, 4(1), 142-161.
- Dağtas, A. & Sahinkarakas, S. (2019). The experience of uncertainty in foreign language learning within dynamic systems framework. *Folklor/Edebiyat*, 25(97), 306-319.
- Gursoy, S. & Sahinkarakas, S. (2019). The dynamic development of student immunity in language learning motivation. *Folklor/Edebiyat*, 25(97), 381-401
- Inozu, J. & Sahinkarakas, S. (2016). Exploring relations between pre-service English teachers' psychological and social well-being and their perceptions of positive classroom environment. *Eurasian Journal of Applied Linguistics*, 2(2), 79-93.
- Sahinkarakas, S. (2014). An overview of the deliveries of a post-graduate program. *European Journal of Research on Social Studies*, 1(1), 9-15. doi: 10.15526/ejrss.201416198
- Sahinkarakas, S. (2012). The Role of Teaching Experience on Teachers' Perceptions of Language Assessment. *Procedia - Social and Behavioral Sciences*, 47, 1787-1792.
- Sahinkarakas, S. (2010). Raters' Conceptions of a Good Writing and Effects of Training on Their Conceptions. *World Applied Sciences Journal*, 11(6), 695-699.
- Inozu, J., Sahinkarakas, S. & Yumru, H. (2010). The Nature of Language Learning Experiences Beyond The Classroom and its Learning Outcomes. *US-China Foreign Language*, 8 (1), 14-22.
- Sahinkarakas, S., Inozu, J., & Yumru, H. (2010). The Influence of Higher Education Experiences on ELT Students' Learning Outcomes. *Procedia- Social and Behavioral Sciences*, 2, 4183-4188. doi: 10.1016/j.sbspro.2010.03.661.

6.3. Uluslararası bilimsel toplantılarda sunulan ve bildiri kitabında (Proceedings) basılan bildiriler

- Canbay, F. & Şahinkarakas, Ş. (2016). An investigation of the relationship between academic motivation and emotional intelligence levels of ELT students at a university in Turkey. The first international Symposium on Social Sciences, ASOS Congress Bildiri Kitabçığı, 782-797.
- Sahinkarakas, S. & Arifi, Q. (2007). Do Descriptors of CEFR Reflect the Needs of the ESP Students? In *Current Issues in Language Teaching*. The First International ELT Conference (pp. 129-134). Mersin, Türkiye.
- Yumru, H. & Sahinkarakas, S. (2006). The European Language Portfolio in Practice: Promoting Process and Context Awareness. In *ELT Profession: Challenges and Prospects*. 2nd International Conference on ELT (pp. 220-225). Magosa, KKTC.

Sahinkarakas, S. (2000). *Portfolio Assessment in Writing Classes*. Proceedings of ELT Conference, Global Problems, Local Solutions, pp. 75-84. Isik University: Istanbul.

6.4. Yazılan uluslararası kitaplar veya kitaplarda bölümler

- Şahinkarakas, Ş., İnözü, J., Can, C., & Tokoz, F. (Eds.) (2023). *Language Teacher Psychology: Teachers Matter*. Çağ University
- Hancı-Azizoğlu, E. B., Şahinkarakas, Ş., & Tannacito, D. (Eds.) (2022). *Autoethnographic Perspectives on Multilingual Life Stories*. IGI Global
- Zaimoğlu, S. & Şahinkarakas, Ş. (2021). *Foreign Language Learning for Young Adults*. Nobel
- Dağtaş, A. & Şahinkarakas, Ş. (2021). *Uncertainty and Uncertainty Management in Language Learning*. Nobel.
- Altas, B. & Sahinkarakas, S. (2021). Disclosing the dialogical self of foreign language students in an English as a foreign language classroom. In C. Monero, C. Weise, & H. Hermans (Eds.), *Dialogicality: Personal, local, and planetary dialogue in education, health, citizenship, and research* (pp. 107-114). Creative Commons
- Sahinkarakas, S. & Tokoz Goktepe, F. (2018). ‘My Story in Practicum’: A project of student-teachers’ action research during practicum. In G. Barkhuizen, A. Burns, K. Dikilitas, & M. Wyatt (Eds.), *Empowering Teacher-Researchers, Empowering Learners* (pp. 39-46). IATEFL
- Sahinkarakas, S. & Inozu, J. (Eds.) (2017). *The role of the self in language learning*. Newcastle, UK: Cambridge Scholars Publishing
- Cetin, M. & Sahinkarakas, S. (2017). E-mentoring as a professional teacher tool. In K. Dikilitas & I. H. Erten (Eds.), *Facilitating In-Service Teacher Training for Professional Development* (pp. 130-140). IGI Global
- Sahinkarakas, S. & Buyukkarci, K. (2011). Teachers' Perceptual Changes on Formative Assessment Practises In D. Tsagari & I. Csepes (Eds.), *Classroom-Based Language Assessment* (pp. 93-110). Peter Lang.

6.5. Ulusal hakemli dergilerde yayınlanan makaleler

Sahinkarakas, S. & Arifi, Q. (2007). The CEFR and the Needs of the ESP Students. *Cukurova Universitesi Egitim Fakultesi Dergisi*, 83-92.

7. Sunumlar

7.1. Davetli Konuşmacı

- Haziran 2016 “*Power of tests: their negative and positive effects on students*” başlıklı konuşma
International English Language Teaching Conference--Foresadowing Trends in the Realms of ELT. İstanbul Aydın University
- Nisan 2016 “*İngilizce ve 21. Yüzyıl gençleri*” başlıklı konuşma
Tarsus, BİLSEM okulları öğrencileri
- Mayıs 2015 “*Classroom Assessment Practices in ELT*” başlıklı konuşma
International ELT Conference, Cukurova University

7.2. Uluslararası Konferanslarda verilen Tebliğler (Yakın Tarihli olanlar)

- Aralık 2017 *Positive Classroom Environment through the eyes of language teachers* (eş-sunucu: Julide İnözü).
Language Education Across Borders—ELT research and methodology, University of Graz, Avusturya
- Ekim 2017 *Examining pre-service English teachers’ perceptions of the classroom social environment*. (eş-sunucu: Julide İnözü). International Conference on Foreign Language Education, Eastern Mediterranean University, Kıbrıs
- Haziran 2017 *Mentoring practicum students’ action research* (Moderatör). Teachers Research 2017, İstanbul Bahçeşehir Üniversitesi
- Nisan 2017 *Perceptions of positive classroom environments and their relationship to well-being* (eş-sunucu: Julide İnözü). 51. IATEFL konferansı. Glasgow, İngiltere
- Ağustos 2016 *Positive functioning for building a positive classroom environment* (eş-sunucu: Julide İnözü).
Individuals in Contexts: Psychology of Language Learning 2, Jyväskylä, Finlandiya
- Haziran 2016 *Mentoring practicum students’ action research* (Moderatör). Teachers Research 2016, İstanbul Bahçeşehir Üniversitesi

Mayıs 2016

Test Takers' Voices in Assessment Tasks. EALTA 13th conference, Assessment of what...?
Revisiting the issue of construct(s). Valencia, İspanya.

8. Yönetilen Yüksek Lisans ve Doktora Tezleri

8.1. Yüksek Lisans Tezleri (Yakın Tarihli Olanlar)

ERDEM TERZİ (2022). An experimental case study on the development of a language learner's agentic identity, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

ZAFER AKCA (2021). EFL teachers' self-reported perceptions and practices towards positive classroom environment in online education, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

EMİN CAN (2021). The relationship between university EFL teachers' teaching for social justice beliefs and their multicultural teaching competences, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

SEZAI ÖZEL (2021). Turkish EFL lecturers' opinions on global issues in language teaching at tertiary level, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

ONUR SARIEL (2021). Exploring students' assessment preferences at a university context, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

AHMET GÜNERİ (2021). EFL teachers' opinions on culture teaching activities in Mardin context, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

FIRAT KESKİN (2021). Investigating students' self-efficacy perceptions towards English in relation to anxiety and attitudes towards learning English, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

8.2. Doktora Tezleri

SENEM ZAIMOĞLU (2018). Developing a scale for social-emotional foreign language learning in university contexts, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

AYSUN DAĞTAŞ (2018). Exploring foreign language learners' uncertainty experiences and uncertainty management, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

BETÜL ALTAŞ (2018). Creating a dialogic space in an EFL classroom environment, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

SEMİHA GÜRSOY (2018). The dynamic development of student immunity in language learning, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

DENİZ ELÇİN (2018). Self-regulatory capacities of students with differing proficiency levels in terms of vocabulary acquisition, Çağ Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı

9. İdari Görevler

2020-	Çağ Üniversitesi, Rektör Yardımcısı
2013-2020	Çağ Üniversitesi, Fen Edebiyat Fakültesi, Dekan Yardımcısı
2014-	Çağ Üniversitesi, Fen Edebiyat Fakültesi, İngilizce Öğretmenliği Bölüm Başkanlığı
2005-2008:	Çukurova Üniversitesi, Eğitim Fakültesi, Dekan Yardımcısı
1999-2002:	Çukurova Üniversitesi, Yabancı Diller Eğitim Merkezi, Müdür Yardımcısı
1993-1999:	Çukurova Üniversitesi, Yabancı Diller Eğitim Merkezi, Sınav Hazırlama Birim Koordinatörü ve Yönetim Kurulu Üyesi

10. Bilimsel ve Mesleki Kuruluşlara Üyelikler

European Association for Language Testing and Assessment (EALTA)

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