ÖZGEÇMİŞ

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| --- | --- |
| 1. **Adı Soyadı**: Carol Griffiths  2. **Doğum Tarihi**: 12/09/1945  3. **Unvanı**: Prof. Dr. |  |

4. **Öğrenim Durumu**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Derece** | **Alan** | **Universite** | **Yil** |
| Lisans | English/French | Massey University (NZ) | 1967 |
| Y.Lisans | Applied Linguistics | Waikato University (NZ) | 1996 |
| Doctora | Education/Applied/Linguiasics | Auckland University (NZ) | 2003 |

**Yurtdışı Eğitim**

2003. IELTS examiner, UNITEC, Auckland, NZ

1995. Diploma in English Language Teaching. Auckland University, NZ.

1969. Diploma in Teaching. Auckland Teachers’ College, NZ.

1968. Trained Teacher’s Certificate. Auckland Teachers’ College, NZ.

**5. Akademik Unvanlar**

October, 2019 – Halen. Associate/Full Professor, ELT, Girne American University, TRNC

July, 2017 – September 2019. Pre-sessional and post-graduate supervisor and Visiting Research Fellow. Leeds University, UK

February, 2017 – June, 2017 – Associate Professor, MEF University, Istanbul, Turkey.

September, 2012 – June, 2016 - Assistant/Associate Professor, FU, Istanbul.

January 2010 – October 2012. Yeditepe University, Istanbul, Turkey. Assistant Professor.

August 2008 – January 2010. Kim Il Sung University, Pyongyang, DPRKorea

August 2007 – July 2008. Min Zu Da Xue, Central University of Nationalities, Beijing, China.

January 2006 – August 2007. Ti Yu Da Xue, Beijing Sports University, China.

January 2003 - May 2006. Auckland Institute of Studies (AIS), NZ. Teacher trainer

January 2001 – January 2003. University of Auckland, NZ. Academic Manager

1996 – 2000. International Language Academy (ILA), Auckland, NZ. Director of Studies.

1992-1996. Auckland Institute of Studies (AIS), NZ. ESOL Tutor, Senior Tutor, HOD.

1991. Mangere Refugee Centre, Auckland, NZ. ESOL Tutor-part time.

1990. Pacific Institute, Auckland, NZ. ESOL Tutor.

1989. Te Atatu Intermediate, Auckland, NZ. Classroom teacher.

1985 - 1988. Rangeview Intermediate, Auckland, NZ. Remedial reading teacher- part time.

1979. Henderson Intermediate, Auckland, NZ. Remedial reading teacher part-time.

1968-1970. Rutherford High School, Auckland, NZ. English teacher.

**6. Yönetilen Yüksek Lisans ve Doktora Tezleri**

2015. Suleyman Ertugrul Tugan – The relationships among foreign language classroom anxiety, motivation and achievement of Turkish EFL students – June 2015

2015. Yusuf Ceribas – Teachers’ perceptions of gender differences and students’ strategy use according to gender in the Turkish EFL classroom – December 2015

2016. Arife Coc – The relationships of reading attitude and extensive reading to foreign language achievement – August, 2016

2018. Lok Yiu Wong – Dialogic reflection in TESOL – Leeds University, UK, September, 2018

2018. Qian Wang – Vocabulary learning strategies used by Chinese students in UK – Leeds University, UK, September, 2018

2018. Lingjie Zhang – Autonomy among Chinese students in UK – Leeds University, UK, September, 2018

2018. Ziran Yang – Self-regulation in grammar learning – Leeds University, UK, September, 2018

2018. Kexin Zhang – Self-regulation in vocabulary learning among Chinese high school students – Leeds University, UK, September, 2018

2018. Bohan Xu – Consolidating skills for TEM 8 – Leeds University, UK, September, 2018

2018. Peisi Chen – LLS in China – Leeds University, UK, September, 2018

2018. Yiting Wang – Teachers’ perspectives of LLS – Leeds University, UK, September, 2018

2018. Xie Yuan – Chinese students’ WTC – Leeds Univeristy, UK, September, 2018

2018. Xiaoyan Zhao – Self-regulation in vocabulary learning in a TL context – Leeds University, UK, September, 2018

2019. Cao Xiaoyue – Effects of anxiety (Leeds University, UK, 2019)

2019. Chen Chen – Enjoyment and anxiety (Leeds University, UK, 2019)

2019. Chen Liu – Vocabulary strategies (Leeds University, UK, 2019)

2019. Du Yuelin – Remotivation (Leeds University, UK, 2019)

2019. Ren Meiyan – Self-regulation (Leeds University, UK, 2019)

2019. Shao Peize – Intercultural influence (Leeds University, UK, 2019)

2019. hen Yongmei – Classroom management (Leeds University, UK, 2019)

2019. Huang Weiyi – Listening anxiety (Leeds University, UK, 2019)

2019. Song Jia – Motivation (Leeds University, UK, 2019)

2019. Song Jinan – Content based instruction (Leeds University, UK, 2019)

2019. Wan Yongyuan – Technology in language learning (Leeds University, UK, 2019)

2019. Wang Chufan – Target language self (Leeds University, UK, 2019)

2019. Wu Fan - Technology in the language classroom (Leeds University, UK, 2019)

2019. Yan Chenzi – Classroom feedback (Leeds University, UK, 2019)

2019. Yu Xiao – Student engagement (Leeds University, UK, 2019)

2019. Zhao Jing – Effect of L1 (Leeds University, UK, 2019)

2020. Yongmei Shen – Teaching strategies in China (Leeds University, UK, 2020)

2020. Gokcenur Kucukaslan - (GAU, 2020) - The relationship between willingness to communicate in the target language and introversion/extroversion, nationality and gender

2020. Gizem Dogan - Relationships among classroom anxiety, culture shock, nationality and gender (GAU, 2020)

2021. Muhannad Abuzaid - The use of foreign language learning strategies among Palestinian university students (GAU 2021)

2021-Halen. Will Olumati – Coping strategies of African students in Cyprus

2021-Halen. Gizem Dogan – Creating effective materials for foreign tourists in Cyprus

2021-Halen. Hudanur Beysir – Perceptions of Turkish students studying abroad.

**7. Yayinlar**

**7.1. Kitaplar**

Sözleşmeli: *Language Education Programmes: Policies and Practice*. Springer

Sözleşmeli: *English as a Medium of Instruction around the World*. Springer

2020. Griffiths, C. & [Soruç](http://www.sciencedirect.com/science/article/pii/S0346251X1500041X), A. *Individual Differences in Language Learning A Complex Systems Theory Perspective.* London: Palgrave.

2020. Griffiths, C. & Tajeddin, Z. (Eds). *Lessons from Good Language Teachers*. Cambridge: CUP

2018. Griffiths, C. *The Strategy Factor in Successful Language Learning: The Tornado Effect* (second edition). Bristol: Multilingual Matters

2017. Dikilitaş, K. & Griffiths, C. (2017*). Developing Teacher Autonomy through Action Research.* Cham, Switzerland: Palgrave Macmillan

2016. Cui, X. (Shirley), Li, L. (Angela) & Griffiths, C. *Critical Thinking and Effective Writing.* Beijing, China: Tsinghua University Press, Beijing, China)

2014, Special strategies edition of *System,* co-edited with Rebecca Oxford

2014. Ying, T. (Rose) & Griffiths, C. *The Keys to Highly Effective English Learning.* With Ying Tang (Rose). Shenzhen: Jiangxi Education Publishing House

2013. Griffiths, C. (2013). *The Strategy Factor in Successful Language Learning* Monograph. Bristol, UK: Multilingual Matters. (Monograph)

2008. Griffiths, C. (Ed.) (2008). *Lessons from Good Language Learners.* Cambridge: CUP.

**7.2. Dergi makaleleri**

Grifffiths, C. (Gelecek May, 2022). What have we learnt from the COVID experience? Lessons for the future. *Second Language Teacher Education* (ESCI)

Griffiths, C. & Soruç A. (2021). Individual differences in language learning and teaching: A complex/dynamic/socio-ecological/ holistic view. *English Teaching and Learning*. (ESCI). [https://link.springer.com/content/pdf/10.1007/s42321-021-00085-3.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flink.springer.com%2Fcontent%2Fpdf%2F10.1007%2Fs42321-021-00085-3.pdf&data=04%7C01%7Cas3762%40bath.ac.uk%7C516f4b6d085f4e344d8c08d923ffa10b%7C377e3d224ea1422db0ad8fcc89406b9e%7C0%7C0%7C637580403820557087%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=R0x5k4DmJuDN4xNzyYVz85MqZEdqCLdiHpQ1%2B8ttLQQ%3D&reserved=0).

Griffiths, C. (2021). What about the teacher? *Language Teaching* (2021), First View, 1-13. (SSCI). DOI: <https://doi.org/10.1017/S0261444821000100>

Soruç, A., & Griffiths, C. (2021). Inspiring Pre-service English language teachers to become ELF-aware. *RELC Journal* (advance online) (SSCI).

<https://doi.org/10.1177/00336882211001966>

Griffiths, C. (2020). Language learning strategies: is the baby still in the bathwater? *Applied Linguistics*, 41/4, 607-611. (SSCI). <https://academic.oup.com/applij/article/41/4/607/5288402?guestAccessKey=2828523f-d6c7-4065-917d-5097b654a4d0>

Griffiths, C., & Soruç, A. (2019). Contextual Differences regarding Students’ Perceptions of English as a Lingua Franca according to Subject Major and Nationality. *Journal of Language Teaching and Learning.* 9/1, 53-69. (ESCI)

Griffiths, C. & Tum, G. (2019). Factors influencing the learning of Turkish. *SEAD Journal*. Bodrum: Limitless Education and Research Association

[Soruç](http://www.sciencedirect.com/science/article/pii/S0346251X1500041X), A. & Griffiths, C. (2018). An Examination of Psycholinguistic Variables among Learners of Turkish. *Journal of Language and Linguistic Studies,* 14/3, 294-307*.* (Eric)

[Soruç](http://www.sciencedirect.com/science/article/pii/S0346251X1500041X), A. & Griffiths, C. (2018). English as a medium of instruction: students’ strategies. *ELTJ,* 72/1, 38-48*.* (SSCI). DOI: <https://doi.org/10.1093/elt/ccx017>

Tütüniş, B. & Griffiths, C. (2018). The relationship of metacognitive awareness of reading strategies to achievement. *Teacher Training and Education SIG Newsletter,* Spring 2018, 4-5.

Yıldız, M., Soruç, A. & Griffiths, C. (2017). [Challenges and needs of students in the EMI (English as a medium of instruction) Classroom](http://www.ksj.pwsz.konin.edu.pl/wp-content/uploads/2018/05/KSJ-54-387-402.pdf). *Konin Language Studies,* 5/4, 387-402.

Çetin, Y., Bahar, M. & Griffiths, C. (2017). International students’ views on local culture: Turkish view. *Journal of International Students,* 7/3, 467-485. (ERIC, ProQuest, Scopus)

Soruç, A., Griffiths, C. Okur, A. (2017). Characteristics of Learners of Turkish: Motivation, Investment, Beliefs, Autonomy and Strategies. *The Journal of Language Teaching and Learning,* 7/2, 166-176. (ESCI)

Griffiths, C. (2016). Strategies for developing English language writing skills – overall and individual perspectives. *Asian EFL,* 18/3, 85-103. (SCOPUS)

Griffiths, C. & Incecay, G. (2016). Styles and Style-Stretching: How are They Related to Successful Learning? *Journal of Psycholinguistic Research, 4*5/3, 599-613. DOI: 10.1007/s10936-015-9366-2. (SSCI)

Çetin, Y., Griffiths, C., Özel, Z. & Kinay, H. (2016). Affective Overload: The Effect of Emotive Visual Stimuli on Target Vocabulary Retrieval. *Journal of Psycholinguistic Research.* 45/2, 275-285. DOI 10.1007/s10936-014-9344-0. (SSCI)

Sonmez, G. & Griffiths, C. (2015). Correcting grammatical errors in university-level foreign language students’ written work. *Konin Language Studies,* 3/1, 57-74

Griffiths, C. & Cansiz, G. (2015). Language learning strategies: an holistic view. *Studies in Second Language Learning and Teaching*, 5/3, 475-495. (SSCI). (doi:10.14746/ssllt.2015.5.3.7)

Griffiths, C. (2015). What have we learnt from good language learners? *ELTJ, 69/4, 425-433.* DOI:10.1093/elt/ccv040. (SSCI)

Griffiths, C. (2015). Language learning strategy instruction. *Journal of Applied Linguistics,* (GALA) 29, 36-49. ISSN: 2408-025X

Cohen, A. & Griffiths, C. (2015). Revisiting Language Learning Strategy Research 40 years later. *TESOL Quarterly,* 49/2, 414-429. DOI: 10.1002/tesolq.225. (SSCI)

[Soruç](http://www.sciencedirect.com/science/article/pii/S0346251X1500041X), A. & Griffiths, C. (2015).Identity and the spoken grammar dilemma. *System*, 50, 32-42. (SSCI). DOI:10.1016/j.system.2015.03.007

Musa, S., Ziatdinov, R., Sozcu, O. & Griffiths, C. (2015). Developing educational computer animation based on human personality types. *European Journal of Contemporary Education,* 11/1, 52-71. (WoS, ERIC)

Griffiths, C. & Tang, Y. (2015). Language learning strategies and successful language learning. *Foreign Language Teaching & Research in Basic Education*: 基础教育外语教学研究, 168, 47-51. ISSN 1009-6027 and CN22-1387/G4

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Griffiths, C., Oxford, R., Kawai, Y., Kawai, C., Park, Y., Ma, X., Meng, Y. & Yang, N. (2014). Focus on context: Narratives from East Asia. *System,* 43, 50-63. DOI: 10.1016/j.system.2013.12.013. (SSCI)

Oxford, R., Griffiths, C., Longhini. A., Cohen, A., Macaro, E., Harris, V. (2014). Experts’ personal metaphors and similies about language learning strategies. *System,* 43, 11-29. (SSCI)

Sari, I., Griffiths, C. & Ülgü, S. (2014). Approaches and methods in ELT: Learner perspectives. *Journal of Teaching and Education,* 3/1, 175-185. (ISSN: 1944-6934)

Ülgü, S., Griffiths, C. & Sari, I. (2013). Error correction in language teaching: The teachers’ perspective. *International Journal of Arts and Sciences,* 6/3, 229-241

Griffiths, C. (2012). Focus on the teacher. *ELTJ,* 66/4, 468-476 (SSCI). DOI:  <https://doi.org/10.1093/elt/ccs043>

Zhou, C. & Griffiths, C. (2011). Intercultural communicative competence. *English Language and Literature Studies,* 1/2, 113-122. (Google Scholar)

Griffiths, C. (2011). The traditional/communicative dichotomy, *ELTJ,* 65/3, 300-308(SSCI)

Griffiths, C., Raman, T. & Mannes, M. (2011). Have I offended you? Appropriate nonverbal communication in the international classroom, *Journal of International Education and Business,* 3, 7-29*.*

Griffiths, C. (2010). Strategies of Successful Language Learners, *Journal of English Language Studies,* 1/3, 1-18

Griffiths, C. (2008). Learning successfully in a target language environment, *TESOLANZ Journal,* 16, 34-43

Griffiths, C. (2007). Language learning strategies: students’ and teachers’ perceptions, *English Language Teaching Journal*,61, 91-99. (SSCI)

Griffiths, C. (2006). Strategies for successful learning in an English-speaking environment, *Journal of Asia TEFL,* 3/2, 141-163. (SCOPUS, ESCI)

Griffiths, C. (2006). How good language learners learn to speak, *ELTAI (English Language Teaching Association of India) Journal,* 44/1, 3-13.

Griffiths, C. (2006). Strategy development and progress in language learning, *Prospect* 21/3, 58-76. (ERIC)

Griffiths, C. (2006). Reflections of a ‘mature’ language learner, *ELTA Newsletter* (Germany), 17/4, 13-14. (Reprinted from *TESOLANZ Newsletter* 15/2,and IATEFL articles bank)

Griffiths, C. (2003). Patterns of language learning strategy use, *System,* 31, 367-383. (SSCI, ERIC Index)

Griffiths, C. & Parr, J. (2001). Language learning strategies: Theory and perception, *ELT Journal,* 55, 247-254. (SSCI)

Griffiths, C. & Parr, J. (2001). Strategies for success: how language learning strategies relate to proficiency in language learning, *Many Voices,* 17, 27-31

Griffiths, C. & Parr, J. (2000). Language learning strategies, nationality, independence and proficiency, *Independence,* 28, 7-10

Griffiths, C. (1997). Some guidelines for training peer and adult volunteer tutors of NESB students, *Many Voices,* 10, 14-15

Griffiths, C. (1996). Meeting the needs of speakers of other languages within the New Zealand school system, *School Programmes for NESB Students,* Christchurch Teachers’ College, 85-86. (Re-printed with permission from the article in *Many Voices*, 1994)

Griffiths, C. (1995). Evaluating materials for teaching English to adult speakers of other languages, *English Teaching Forum,* 33/3, 50-51

Griffiths, C. (1995). Teaching speakers of other languages to read in English, *Reading Forum,* 33/3, 12-15

Griffiths, C. (1994). Meeting the needs of speakers of other languages within the school system, *Many Voices,* 7, 6-10

Griffiths, C. (1994). Teaching English to speakers of other languages, *English in Aotearoa,* August, 56-64

**7.3. Bölümler**

Griffiths, C. (Gelecek 2022). Styles and strategies. In *The Routledge Handbook of Second Language Acquisition and Individual Differences.* New York: Routledge

Chamot, A., Harris, V., Nyikos, M., Griffiths, C., Gunning, P., Rubin, J. & Tutuniș, B. (2019). Preparing Teachers for LLSI and Involving Them in Research. In A. Chamot & V. Harris (Eds), *Learning Strategy Instruction in the Language Classroom: Issues and Implementation.* Bristol, UK: Multilingual Matters

Griffiths, C. (2019). Strategy Instruction. In G. Barkhuizen (Ed.) *Qualitative Research Topics in Language Teacher Education* (pp.210-215). New York: Routledge.

Griffiths, C. (2019). Epilogue. In A. Hajar, *International Students’ Challenges, Strategies and Future Vision* (197-200). Bristol, UK: Multilingual Matters

riffiths, C. (2018) How individual differences relate to successful strategy use: self-regulated language learners round the world. In R. Oxford & C. Amerstorfer (Eds) *Situated Strategy Use: Language Learning Strategies and Individual Learner Characteristics* (pp.55-73)*.* London: Bloomsbury.

Soruç A., Dinler A. & Griffiths C. (2018). Listening Comprehension Strategies of EMI Students in Turkey. In: Kırkgöz Y. & Dikilitaş K. (Eds) *Key Issues in English for Specific Purposes in Higher Education* (265-287)*.* English Language Education, vol 11. Cham: Springer.

Griffiths, C. & [Soruç](http://www.sciencedirect.com/science/article/pii/S0346251X1500041X), A. (2018). Learning language as Adults. In J. Richards & A. Burns (Eds), *The Cambridge Guide to Second Language Learning* (pp.27-34).Cambridge, UK: Cambridge University Press.

Griffiths, C. & [Soruç](http://www.sciencedirect.com/science/article/pii/S0346251X1500041X), A. (2017). ‘It doesn’t reflect my identity’: learner reactions to ‘natural’ English. In T. Pattison (Ed.), *IATEFL 2016 Birmingham Conference Selections* (pp.148-150). Faversham: IATEFL

Griffiths, C. & Inceçay, G. (2016). New Directions in Language Learning Strategy Research: Engaging with the Complexity of Strategy Use. In Gkonou, C., Tatzl, D. & and Mercer, S. (Eds), *New Directions in Language Learning Psychology* (pp.25-38)*.* Berlin: Springer.

Griffiths, C. (2014). Both sides now: Reflections on Korea. In R. Oxford (Ed.), *Understanding Peace Cultures* (pp.323-334). Charlotte, NC: Information Age Publishing

Musa, S; Ziatdinov, R; Griffiths, C. (2013). Introduction to computer animation and its possible educational applications. In M. Gallová, J. Gunčaga, Z. Chanasová, M.M. Chovancová (Eds.), *New Challenges in Education* (pp. 177-205). Ružomberok, Slovakia:

Griffiths, C. (2012). Learning Styles: Traversing the Quagmire. In S. Mercer, S. Ryan & M. Williams (Eds), *Language Learning Psychology: Research, Theory & Pedagogy* (pp.151-168). London, UK: Palgrave Macmillan

Zhou, C. & Griffiths, C. (2012). Quantitative and qualitative perspectives on individual differences in error correction preferences. In M. Pawlak (Ed.), *New perspectives on Individual Differences in Language Learning and Teaching* (pp.305-317)*.* Berlin: Springer

Griffiths, C. (2010). Strategies for Asian Students Learning in a Target Language Environment: Patterns of Success. In F. Anderson, Y. Ma and N. Tarling (Eds.), *The English Language and the Asian Student* (pp.206-253). Shandong, China: Shandong University Press

Zhou, C & Griffiths, C. (2009). Individual differences in error correction preferences. In M. Pawlak (Ed.). *New perspectives on individual differences in language learning and teaching* (pp.305-318). Poznań – Kalisz: Adam Mickiewicz University Press.

Griffiths, C. (2008). Age and good language learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners* (pp.35-48)*.* Cambridge: Cambridge University Press

Griffiths, C. (2008). Strategies and good language learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners* (pp.83-98)*.* Cambridge: Cambridge University Press

Griffiths, C. (2008). Teaching/learning method and good language learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners* (pp.255-265)*.* Cambridge: Cambridge University Press

Roberts, M. & Griffiths, C. (2008). Error correction and good language learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners* (pp.282-293). Cambridge: Cambridge University Press

Griffiths, C. (2008). Strategies for success in international examinations. In A. Burns & J. Burton (Eds.), *Language teacher research in Australia and New Zealand* (pp. 85-100). Alexandria: TESOL.

Griffiths, C. & Zhou, C. (2008). Researching error correction in China: Procedure, product and pitfalls. In M. Pawlak (Ed.) *Investigating English Language Learning and Teaching* (pp.127-137). Poznań–Kalisz: Adam Mickiewicz University Press.

Takeuchi, O., Griffiths, C. & Coyle, D. (2007). Applying strategies to contexts: the role of individual and situational differences. In A. Cohen & E. Macaro (Eds) *Language Learner Strategies* (pp.69-92)*.* Oxford: Oxford University Press.

Griffiths, C. (1998). The Grammar Dilemma. In J. Richards (Ed.) *Teaching in Action* (pp.374-377). Washington: TESOL,

Griffiths, C. (1997). Time Lines. In M. Lewis (Ed.) *New Ways in Teaching Adults* (pp.102-104). Washington: TESOL,

Griffiths, C. (1994). Twenty Questions. In P. Nation (Ed.) *New Ways in Teaching Vocabulary* (p.86). Washington: TESOL

**7.4. Konferanslar**

**7.4.1. Genel Kurullar, Web Seminerleri ve Sempozyumlar**

Grifffiths, C. (Jan. 2022). Surviving burnout. Webinar presented for IATEFL (UK)

Griffiths, C. (August 2021). Strategies of successful language learners. Webinar presented for Language Flagship, Hawaii.

Griffiths, C. (May, 2021). Lessons from the deep end. Webinar on coping strategies adopted by students and teachers during the COVID pandemic doe Hassan Kalyoncu University, Turkey.

Griffiths, C. (June, 2019). Mixed method and the joys of serendipity. Keynote address at International Doctoral Summer School, University of Malta

Griffiths, C. (June, 2019). The good language learner as an individual. Keynote address at TESL Toronto annual conference, Toronto, Canada

Griffiths, C. (April 2019). Learning Turkish: an English-speaker’s perspective. Presented at the opening session of the 3rd International Symposium of Limitless Education and Research, Bodrum, Turkey

Griffiths, C. Soruç, A. Alhassan, A. & Muir, S. (April, 2018). Forum on EMI (English as a medium of instruction). Presented at IATEFL, Brighton

Griffiths, C. (February, 2018). Developing learner autonomy through learning strategies. Plenary delivered at Annual ELT and Applied Linguistics Conference, Tribhuvan University, Kathmandu, Nepal.

Griffiths, C., Parvin, S., Venkatesh, S., Zhou, R., Dikilitaş, K., Horzum, B. & Soruç, A. (January 2018). Flipped, blended and online: a 21st century technological methodological cocktail. Plenary talk at 8th Biennial CRIE conference, AIS, Auckland, New Zealand

Griffiths, C. (June, 2017). Strategy Training in Foreign Language Teaching: Keys to success. Plenary talk at Shenzhen Second Language School, Shenzhen, China

Griffiths, C. (June, 2017). Strategy Training for middle school students: Keys to success. Plenary talk at Shenzhen Futian Middle School, Shenzhen, China

Griffiths, C. (June, 2017). Strategy Training for young learners: Keys to success. Plenary talk at Shenzhen Bao'an Fenghuang School (primary), Shenzhen, China

Griffiths, C. (March, 2017). The language learning strategy puzzle: what is their role in successful language learning? Key note delivered at ACK 3rd annual conference, Kuwait.

Griffiths, C. (October 2015). Language learning strategies as a complex dynamic phenomenon. Plenary delivered at the Situating Strategy Use conference, Klagenfurt, Austria

Griffiths, C. (October, 2014). Language learning strategy instruction: The Tornado Effect. Plenary delivered at Greek Applied Linguistics Association Conference, Thessaloniki, Greece

Griffiths, C. (June, 2014). Language learning strategies: Controversies and challenges. Plenary delivered at conference on *Language learning strategies: Challenges for the future,* Adam Mickiewicz University, Konin, Poland

Griffiths, C. (April, 2014). Using literature to teach language: A genre-based approach. Plenary at GC University, Lahore, Pakistan

Griffiths, C. (March, 2014). Using narrative as a strategy to teach language. Plenary delivered at 21st Annual International Convention of TESOL Macedonia-Thrace, Northern Greece

Griffiths, C. (May, 2013). Dynamic strategies. Plenary speech delivered at the 6th International FELT Conference *“Target Language Development as a Dynamic Phenomenon”*, Fatih University, Istanbul, Turkey, May 18, 2013

Griffiths, C. (November, 2011). Lessons from good Asian language learners – Hokkaido University, Tokyo and Sapporo, Japan

Griffiths, C (2010). The Good Language Learner: Keys to Success. Keynote speech at the First Conference on ELT in Islamic contexts, Tehran, Iran, December 1-3.

Griffiths, C., Cohen, A., Mercer, S. & Tsai, B. (2010). Good Language Learners. Symposium at the 44th IATEFL Conference, Harrogate, UK. April 8-11

Griffiths, C. (2006). How Good Language Learners Learn to Speak. Plenary at 37th ELTAI (English Language Teachers’ Association of India) Conference, Chennai, India.

**7.4.2. Kağıtlar, atölyeler**

Griffiths, C. (November, 2020). Individual differences in language learning. Paper delivered at ALANZ Symposium, University of Otago, Dunedin.

Griffiths, C. (November 2019). Good Language Teachers. IATEFL webinar

Griffiths, C. (June, 2019). The good language learner as an individual. Paper delivered at Concordia University, Montreal, Canada

Griffiths, C. (April, 2019). Factors influencing the learning of Turkish. Paper delivered at the 3rd International Symposium of Limitless Education and Research, Bodrum, Turkey

Griffiths, C. (April, 2019). Strategies for learning Turkish vs strategies for learning English: how similar or different are they? Workshop delivered at the 3rd International Symposium of Limitless Education and Research, Bodrum, Turkey

Griffiths, C. (April, 2019). Action research for teacher autonomy: the case of academic reading. Paper delivered at BAALCUP seminar, University of Leeds

Griffiths, C. & Soruç, A (April, 2019). Managing individual differences in the language classroom. Paper delivered at IATEFL, Liverpool (filmed)

Griffiths, C. & Soruç, A. (January, 2019). Language learner’s identity dilemma. Paper delivered at 5th annual qualitative research symposium, Bath, UK

Griffiths, C. & Soruç, A. (November, 2018). English as a medium of instruction: issues and strategies. Talk delivered at Oxford university.

Griffiths, C. (Nov. 2018). Identity and learner autonomy: complexity, context and change. Online webinar

Griffiths, C. (February, 2018). Strategy training for autonomy in ELT: keys to success. Workshop conducted at Annual ELT and Applied Linguistics Conference, Tribhuvan University, Kathmandu, Nepal.

Griffiths, C. & Sonmez, G. (October, 2017). Burnout and good language teachers. INGED conference, Aydin University, Istanbul, Turkey

Dinler, A., Soruç, A. & Griffiths, C. (April, 2017). Listening comprehension strategies in the EMI environment. Paper presented at Towards Higher Education (THE) conference, Boğaziçi University, Istanbul, Turkey.

Griffiths, C. (June, 2017). Getting published. Workshop presented at conference on teacher research at Bahçeşehir University, Istanbul

Griffiths, C. & Tütüniş, B. (April, 2017). The relationship of metacognitive awareness of reading strategies to achievement. Delivered as part of the Symposium on teaching learning strategies to English learners, with Anna Chamot, Christine Goh, Jill Robbins and Miroslaw Pawlak, at IATEFL, Glasgow.

Griffiths, C. (March, 2017). Language learning strategy instruction: the Tornado Hypothesis. Workshop conducted at ACK 3rd annual conference, Kuwait

Griffiths, C. (Jan, 2017). ELF in a Quandary. Paper presented at ELT seminar, AIS, Auckland, NZ.

Griffiths, C. (July, 2016). Strategies in context: a complex juggling act. CLESOL, Waikato University, Hamilton, NZ

Griffiths, C. (Jan, 2016). Do our international students need perfect English? CRIE conference, Auckland, NZ

Griffiths, C. & Soruç, A. (15 April, 2016). It doesn’t reflect my identity: learner reactions to “natural” English. Paper presented at IATEFL, Birmingham, UK

Griffiths, C. & Dikilitaş, K. (18 June, 2015). Facilitating teacher research. Paper presented at IATEFL ReSIG conference, Izmir, Turkey

Griffiths, C. (24 April, 2015). The Intake Hypothesis – I5. Paper presented at IATEFL TTEd SIG International Conference: The Journey from Input to Interaction in ELT, Gaziantep, Turkey.

Griffiths, C. & Tutunis, B. (18 Oct, 2014). Developing strategic competence. Paper delivered at KEYS (Key methodology to successful competence based learning) conference, Bilgi University, Istanbul.

Griffiths, C. & Incecay, G. (18 Oct, 2014). Developing grammatical competence. Paper delivered at KEYS (Key methodology to successful competence based learning) conference, Bilgi University, Istanbul.

Griffiths, C. & Tang, Y. (Rose). (August, 2014). Strategy training in foreign language teaching. Workshop delivered at AILA World Congress, Brisbane, Australia

Griffiths, C. & Almyidin Kyzy, J. (March, 2014). Creating lessons using narratives. Workshop delivered at 21st Annual International Convention of TESOL Macedonia-Thrace, Northern Greece

Griffiths, C. & Incecay, G. (May, 2014). Positive approaches to learning style in the language classroom. Invited workshop at Graz University, Austria

Griffiths, C. & Zhou, C. (Jan 2014). The role of strategies in successful teaching and learning. Paper presented at International Conference on Advanced Education and Management (ICAEM), Beijing, China, Jan 4-5, 2014

Griffiths, C. (Sept, 2013). Using narratives to develop target language skills and linguistic knowledge. Paper presented at the International Interdisciplinary Conference “In Medias Res: Uses of Narrative in English Language Studies”, Nicosia, North Cyprus, Sept 26-27, 2013

Uglu, S. & Griffiths, C. (May, 2013). Error correction in language learning teaching: The teachers’ perspective. Paper presented at the Conference of the International Journal of Arts and Sciences, Harvard University, Boston, USA, May 26-30, 2013.

Sari, I. & Griffiths, C. (May, 2013) Approaches and Methods in ELT: Learner perspectives in EFL context. Paper presented at the Conference of the International Journal of Arts and Sciences, Harvard University, Boston, USA, May 26-30, 2013.

Griffiths, C. & Soruç, A. (April, 2013). ELF ın the Expanding circle. Paper presented at İATEFL, Liverpool, UK

Inceçay, G. & Griffiths, C. (October, 2012). A study of grammar errors in students’ written work. First International Symposium: Foreign Language Education and its Application in Prep Classes – Marmara University, Istanbul

Griffiths, C. (May, 2012). Using songs in the language classroom. Akdeniz Language Studies Conference, 9-12 May, Antalya, Turkey

Griffiths, C. (March, 2012) IATEFL Glasgow (as TESOLANZ rep)

Griffiths, C. (January, 2012). DPRK Issues. University of North Korean Studies, Seoul, South Korea

Özgür, B. & Griffiths, C. (June, 2011). Second Language Motivation. Warwick University, UK

Griffiths, C. (March, 2011). Using literature in the language classroom. Workshop at 32nd TESOL Greece conference, Athens, Greece

Griffiths, C. (2010). Teaching for Success in ELT. Workshop at the 1st Conference on ELT in Islamic contexts, Tehran, Iran, December 1-3.

Griffiths, C. (2010). Good Language Learners. 6th Conference of English Teachers Association of Israel, Jerusalem, July 13-17

Flynn, M., Custodio, B., Griffiths, C. & Wookey, B. (2008). Professional development and worldwide professional participation: Australian & Asian contexts. 42nd annual TESOL Convention, New York, USA.

Klimova, B., Griffiths, C., Kojima, C., McLoughlin, D., Nakata, Y. & Ushioda, E.

(2008). Motivation and beyond. Symposium at the 42nd IATEFL Conference, Exeter, UK.

Griffiths, C. (2007). Researching error correction in China: process, pitfalls and product. IATEFL Research Sig., Konin, Poland, October, 2007.

Griffiths, C. (2006). How Good Language Learners Learn to Speak. Workshop at 37th ELTAI (English Language Teachers’ Association of India) Conference, Chennai, India.

Griffiths, C. (2006). Strategies for developing writing skills in English. Fourth Symposium on EFL Writing in China, Beijing, September, 2006

Griffiths, C. (2005). Strategies for successful learning in an English-speaking environment: Insights from a case study. 3rd Asia TEFL Conference, Beijing, China, November, 2005.

Griffiths, C. & Jordan, D. (2005). Strategies for Success in IELTS. CRIE Conference on Reflective Practice, Auckland, New Zealand, June 2005.

Griffiths, C. Mannes, M. & Raman, T. (2005). Non-verbal communication in the international classroom. CRIE Conference on Reflective Practice, Auckland, New Zealand, June 2005.

Griffiths, C. (2004). Language learning strategies: further research on students’ and teachers’ perceptions. 38th IATEFL Conference, Liverpool, UK, April 2004.

Griffiths, C. (2004). Strategies for language skills development. CRIE Conference on The Internationalisation of Education: Successes, Challenges and Opportunities, Auckland, New Zealand, August 2004.

Griffiths, C. (2004). Language learning strategies for Asian Students: Quantitative and qualitative insights.2nd Asia TEFL Conference, Seoul, Korea, November 2004. Delivered as part of a colloquium entitled “Intercultural perspectives on language learning styles and strategies” led by Professor Rebecca Oxford (University of Maryland, USA).

Griffiths, C. (2003). Language learning strategies – Changes over time. 16th ALANZ Symposium, Auckland, New Zealand, November 2003

Griffiths, C. (2003). Language learning strategies for Asian students. NZASIA 15th International Conference, Auckland, New Zealand, November 2003

Griffiths, C. (2003). Language learning strategies for Asian students. Centre for Research in International Education Symposium, Auckland, New Zealand, December 2003.

Griffiths, C. (2002). Using reading as a strategy for teaching and learning language.

Improving Learning Strategies for Literacy Conference, University of Maryland, USA, November 2002.

Griffiths, C. (2000). What makes students successful? In-house workshop at International Language Academy, Auckland, New Zealand, February 2000

Griffiths, C. (2000). Language learning strategies, styles and affective factors. 34th TESOL Conference, Vancouver, Canada, March 2000.

Griffiths, C. (2000). Language learning strategies, culture and independence. Learner Independence SIG, Madrid, Spain, September 2000.

Griffiths, C. (2000). Strategies for success in language learning. 8th CLESOL Conference, Auckland, New Zealand, September 2000.

Griffiths, C. (1999). Language learning strategies in theory and in practice. 33rd IATEFL Conference, Edinburgh, UK, March 1999.

Griffiths, C. (1999). Language learning strategies and age. 12th World AILA Congress, Tokyo, Japan, August 1999. Delivered as part of a colloquium led by Professor Rebecca Oxford, University of Alabama, USA.

Griffiths, C. (1998). Language learning strategies: Empowering the student. 7th CLESOL Conference, Palmerston North, New Zealand.

Griffiths, C. (1996). Meeting the needs of Speakers of Other Languages within the school system. 6th CLESOL Conference, Hamilton, New Zealand

**8. Projeler**

1994. Production of a complete syllabus for a 12-week Business English course at Auckland Institute of studies, Auckland, New Zealand, including content and assessment materials. Approved by New Zealand Qualifications Authority (NZQA)

1996. Participation along with a committee with a project to write the unit standards for the ELT syllabus of the New Zealand national curriculum

2005. Production of Resource Manual for Academic Learning Support Staff (Co-authors Fay Martin, Louise Gordon, Jamila Ahmed, Ravinder Kaur, David Jordan) *Ministry of Education, NZ*, Education NZ website. This was a large project worth $NZ80, 000 for which we at AIS tendered. It involved establishing a website which could be accessed by teaching and other staff for the support of international students in NZ

2006 - 2009. While I was in China, I was involved in a project to produce a set of Sports English text books for Sports English Majors on four levels. This involved finding and/or writing/adapting suitable material, constructing exercises/activities to suit the intended purpose, proof reading, correcting, and co-operating with the whole process through to production stage.

2017. The Cambridge Framework for Life Competencies in Education (CUP)

**9. İdari Görevler**

January 2010 – October 2012. Yeditepe University, Istanbul, Turkey. Preparatory Programme Co-ordinator

January 2003 - May 2006. Auckland Institute of Studies (AIS), NZ. HOD Degree Foundation Programme

January 2001 – January 2003. University of Auckland, NZ, Project Manager setting up the English Language Academy, including oversight of the IELTS testing centre

1996 – 2000. International Language Academy (ILA), Auckland, NZ. Director of Studies.

1992-1996. Auckland Institute of Studies (AIS), Head English Language Centre.

**10. Bilimsel Kuruluşlara Üyelikler**

1. TESOL Affiliate representative with TESOLANZ
2. IATEFL Associate representative for TESOLANZ
3. Research Professor with Centre for Research in International Education (CRIE, NZ)
4. Research Professor with the University of Leeds (UK)
5. AAAL – member
6. AILA – member
7. ALANZ – member
8. CLESOL – member

**11. Ödüller**

**12. Son iki yılda verdiğiniz lisans ve lisansüstü düzeydeki dersler için aşağıdaki tabloyu**

**doldurunuz.**

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| **YIL** | **Dönem** | **Dersin Adı** | **Haftalık Ders Saati** | **Öğrenci**  **Sayısı** |
| 2021-2022 | Güz | Literature & ELT 1 | 2 | 35 |
| English Literature 1 | 2 | 35 |
| Sociology of Education | 2 | 70 |
| Academic writing 1 | 2 | 70 |
| English Novel | 2 | 15 |
| Materials Development (MA) | 3 | 4 |
| 2020-2021 | Bahar | Educational Psychology | 2 | 46 |
| Instructional Programmes | 2 | 35 |
| English Literature 2 | 2 | 35 |
| Literature & ELT 2 | 2 | 27 |
| Non-formal Education | 2 | 27 |
| Academic writing 2 | 2 | 46 |
| Syllabus Design (MA) | 3 | 7 |
| 2020-2021 | Güz | Classroom Management | 2 | 14 |
| Literature in ELT 1 | 2 | 50 |
| English literature 1 | 2 | 52 |
| English Novel | 2 | 33 |
| Sociology of Education | 2 | 32 |
| Teaching Principles & Methods | 2 | 51 |
| Materials Development (MA) | 3 | 7 |
| 2019-2020 | Bahar | Educational Psychology | 2 | 45 |
| English Literature 2 | 2 | 47 |
| Instructional Programmes | 2 | 40 |
| Listening & Pronunciation | 2 | 57 |
| Research Methods | 2 | 40 |
| Syllabus Design (MA) | 3 | 7 |