Curriculum Vitae

1. **Name Surname: Hanife Bensen Bostancı**

2. **Date of Birth: 11.07.79**

3. **Title: Associate Professor**

4. **Education:**

Degree	Field	University	Year
Bachelor	English Language Teaching	Near East University	09/1999—06/2003
Master	English Language Teaching	Near East University	09/2005—06/2007
Doctorate	English Language Education	Near East University	3/2008—07/2014

5. **Academic Titles**

Title	Department	University	Year/Period
Assistant Professor	English Language Education	Near East University	16 January 2016
Associate Professor	English Language Education	Near East University	24 September 2020
Professor			

6. **Graduate Theses Supervise**

6.1. Master Theses

Agasiyeva, F. (2015). *A content analysis of language learning strategies.* (Unpublished Master Thesis) Near East University, North Cyprus.

Albelazi, A. N. (2016). *A case study of grammar learning strategies employed by English foreign language learners in Libya.* (Unpublished Master Thesis) Near East University, North Cyprus.

Abdulla, M. A. A. (2016). *Attitudes towards the use of Arabic: A comparative study.* (Unpublished Master Thesis) Near East University, North Cyprus.

Abdulazeez, R. A. (2016). *Kurdish students' perspectives regarding the usage of mobile dictionaries.* (Unpublished Master Thesis) Near East University, North Cyprus.

Khan, U. S. (2017). *Pronunciation difficulties in the English of Khowar and Pashto speakers*. (Unpublished Master Thesis) Near East University, North Cyprus.

Rao, A. R. (2017). *The effects of using subtitled movies on vocabulary improvement.* (Unpublished Master Thesis) Near East University, North Cyprus.

Şengül, F. (2018). *Indirect written corrective feedback in English as a foreign language classes.* Near East University, North Cyprus.

Yohanna, A. (2018). *A contrastive Analysis of Marghi and English Languages*. (Unpublished Master Thesis) Near East University, North Cyprus.

Aknazarova, G. (2018). *A Flipped classroom model in English as a foreign language reading classes*. (Unpublished Master Thesis) Near East University, North Cyprus.

Nuri, H. S. M. (2019). *Blended learning to improve university students' language skills in the Iraqi context.* (Unpublished Master Thesis) Near East University, North Cyprus.

Ahmed, R. N. (2019). *Analysis of preferred learning styles among English as a foreign language learners.* (Unpublished Master Thesis) Near East University, North Cyprus.

Hamid, H. (2020). *Computer assisted vocabulary learning: A case study of Libyan University Students*. (Unpublished Master Thesis) Near East University, North Cyprus.

Safar, S. (2020). *The impact of oral corrective feedback on language anxiety: A case study of Kurdish students.* (Unpublished Master Thesis) Near East University, North Cyprus.

Maaroof, D. (2020). *The role of English as a foreign language in peace education in the Kurdistan region of Iraq*. (Unpublished Master Thesis) Near East University, North Cyprus.

Saeed, J.M. D. (2021). *Integrating the listening and speaking skills to enhance communicative competence: A case in Charmo university.* Near East University, North Cyprus.

Kucukcankaya, M. (2022). *Correlation between students' achievement in student selection and placement examination and speaking classes.* (Unpublished Master Thesis) Near East University, North Cyprus.

Baroud, A. A. R. (2022). *Investigating the use of higher- order thinking in English foreign language classes.* (Unpublished Master Thesis) Near East University, North Cyprus.

W. Marveille. (2023). *English as a foreign language students' employment of communication strategies*. (Unpublished Master Thesis) Near East University, North Cyprus.

6.2 Doctorate Theses

Çetereisi, Y. (2019). *The classification of English as a foreign language learners' oral error regarding the language competencies*. Near East University, North Cyprus.

Quadir, S. (2021*). The effect of anxiolytic strategies on writing apprehension and writing performance.* Near East University, North Cyprus.

Ataner, A. (2022). *The effects of video corrective feedback on English as a foreign language students' writing performances*. Near East University, North Cyprus.

Rıdha, S. (2022). *Using animated videos to enhance vocabulary learning at the noble private technical institute (NPTI) in Northern Iraq/Erbil.* Near East University, North Cyprus.

Şengül, F. (2022). *The effectiveness of flipped classroom writing models: An experimental study.* Near East University, North Cyprus.

Ironsi, S, (2023). *Utilizing the TATE framework in improving the language skills of EFL students in a hybrid learning environment*. Near East University, North Cyprus.

7.   Publications

7.1. Articles published in peer reviewed international journals (SCI, SSCI Arts and Humanisties)

Bensen, H., & Silman, F. (2012). Three Preparatory Schools' Syllabus Designs in the T.R.N.C. *EJER Journal, 47*, 41-58.

Kurt, M., & Bensen, H. (2017). Six Seconds to Visualize the Word: Improving EFL Learners' Vocabulary through VVVs. *Journal of Computer Assisted Learning, 33*(4), 334-346. https://doi.org/10.1111/jcal.12182

Akamtürk, N., Dimililer, Ç., Özuturk, G., & Bensen Bostancı, H. (2019). Bolstering Reading Instruction for Young Learners Via Dialogic Reading. *Argos, 36*(75), 402-409.

Cetereisi, Y., Bensen Bostanci, H., & Kurt, M. (2020). Classification of Spoken Errors Regarding the Communicative Competencies. *Revista de Cercetare si Interventie Sociala, 68*, 128-144. https://doi.org/10.33788/rcis.68.9

Terzioğlu, Y., & Bensen Bostancı, H. (2020). A Comparative Study of Tenth Grade Turkish Cypriot Students' Writing Errors. *Sage Open, 10*(1), 1-19. Doi: 10.1177/2158244020914541

Quadir, S.M., Bensen Bostanci, H., & Kurt, M. (2021). Writing Apprehension Among English as a Foreign Language Postgraduate Students. *Sage Open*, 1-14. https://doi.org/10.1177/21582440211007121

Rıdha, S., Bensen Bostancı, H., Kurt, M. (2022). Using animated videos to enhance vocabulary learning at the noble private technical institute (NPTI) in Northern Iraq/Erbil. *Sustainability,* 14, 7002. https://doi.org/10.3390/su14127002

Ironsi, C. S., & Bensen Bostancı, H. (2022). Utilizing mobile-learning and CAP(E) lesson framework in improving the productive skills of learners in a hybrid environment. *Education and Learning*, https://doi.org/10.1108/ET-12-2021-0471

Sengul. H., Bostanci Bensen, H., & Kurt, M. (2022). Online in-class versus out-of-class flipped learning models in English as a foreign language writing classes. *Frontiers in Psychology,* DOI: 10.3389/fpsyg.2022.1009800

Ironsi, C. S., & Bensen Bostancı, H. (2023). Applying modified TATE framework in equipping learners with action competence on future skills: Towards learners' future-readiness. *Asian Pacific Journal of Education, 43*(3), 775-789. https://doi.org/10.1080/02188791.2023.2231650

7.2. Other International Publications (ESCI/Scopus)

Bensen, H., & Çavuşoğlu, Ç. (2017). Reflections on employing innovative approaches in an academic writing course. *Ponte Academic Journal, 73*(8). https://doi.org/ 10.21506/j.ponte.2017.8.2

Bensen, H., & Abdulla, A. (2017). Reasons behind the use of Arabic: A comparative study. *International Journal of Economic Perspectives, 11*(3). ISSN:1307-1637

Emre, A., & Bensen Bostancı, H. (2018). "We can't teach English because they don't know Turkish": Teacher experiences in Turkish-Syrian English language classrooms. *Modern Journal of Language Teaching Methods, 8(12),* 647-661.

Çetereisi, Y., & Bensen Bostancı, H. (2018). Classification of written errors regarding the language competencies. *Modern Journal of Language Teaching Methods, 8(10), 234-243.*

Bensen Bostancı, H., & Çavuşoğlu, Ç. (2018). Pen-and-paper or online? An academic writing course to teacher-trainees. *Cogent Education, 5*(1), 1482606. https://doi.org/10.1080/2331186X.2018.1482606

Bensen Bostancı, H., & Şengül, F. (2018). Who is the most effective agent when giving indirect written corrective feedback?. *EJER,* 73-92.

Bensen Bostancı, H. (2019). *Analysis and classification of frequent writing errors of Turkish Cypriot university students*. Revista Inclusiones, 6, 224-237.

Mustapha, A. T., & Bensen Bostanci, H. (2019). Synthetic Phonics: An Evaluation of Pilot Training for Jolly Phonics Instructors in Nigeria.

Journal of Research in Applied Linguistics, 10, 898-913. https://doi.org/10.22055/RALS.2019.15197

Hussein, M. S., & Bensen Bostanci, H. (2020). The correlation between error correction and grammar accuracy in second language writing. *International Journal of Psychosocial Rehabilitation, 24*(05), 2980-2990.

Sengul, F., & Bensen Bostanci, H. (2021). In-Class versus Out-of-Class Flipped Classroom Models in English as a Foreign Language Writing. *Journal of Educational Psychology, 9*(1). Educational practices and teacher training. Doi: http://dx.doi.org/10.20511/pyr2021.v9nSPE1.852

Nuri, H.S.M., & Bensen Bostanci, H. (2021). Blended learning to improve university students' language skills in the Iraqi context. *Turkish Journal of Computer and Mathematics Education, 12*(2), 246-255.

Haidov, R., & Bensen, H. (2021). Flipped learning in education: A content analysis. *Sustainable Multilingualism, 18*(1), 111-138. https://doi.org/10.2478/sm-2021-0006

Bensen Bostanci, H. (2022). The Impact of Subtitled Films on English as a Second Language Students Vocabulary Retention. *Journal for Educators, Teachers and Trainers, 13*(1). 101–109. https://doi.org/10.47750/jett.2022.13.01.012

Bensen Bostanci, H., & Ariannejad, A. (2022). English as a Foreign Language Student Experiences of In-Class and Online Writing Courses. *Journal for Educators, Teachers and Trainers,13*(1). 237–248. https://doi.org/10.47750/jett.2022.13.01.026

Mahmud, S. K., & Bensen Bostancı, H. (2022). English as a foreign language teachers' perceptions towards the use of the communicative testing method. *World Journal of English Language, 12*(5), 410-418. https://doi.org/10.5430/wjel.v12n5p410

Mushir, T., Bensen Bostancı, H., & Koc, S. (2023). The Impact of Integrating Infographics into English Language Instruction on Mother Tongue Use and Reading/Writing Performance: A Systematic Literature Survey. *Research Journal in Advanced Humanities, 4*(1).

https://doi.org/10.58256/rjah.v4i1.995.

https://royalliteglobal.com/advanced-humanities/issue/view/142

Quadır, S., & Bensen Bostancı, H. (2023). An analysis of English as a foreign language undergraduate students' writing errors. *Forum for Linguistic Studies, 5*(3), 1881. doi: 10.59400/fls.v5i3.1881

7.3 Other Publications

Bensen, H., & Cavusoglu, C. (2013). Reasons for the teachers' uses of code-switching in adult EFL classrooms. *Hasan Ali Yucel Education Faculty Journal. Istanbul University, 20*, 69-82. https://www.hayefjournal.org/Content/files/sayilar/63/69.pdf

Solomon, C., Bensen Bostancı, H. (2021). The Impact of Test Anxiety on EFL Pre-service teachers in Northern Cyprus. *BSSS Journal of Education, X*(I), 1-20.

Saeed, D., & Bensen Bostancı, H. (2022). The Impacts of Integral Teaching of the Listening and Speaking Skills on EFL Communicative Competence. *Near East University Journal of Education Faculty (NEUJE) 5*(1), 36-47. https://doi.org/10.32955/neuje.v5i1

8. Published Books

Bensen, H., & Çavuşoğlu, Ç. (2017). *The impact of blended learning in an EFL writing course.* LAP/ Lambert Academic Publishing.

Rao, R., & Bensen, H. (2018). *The Effects of Using Subtitled Movies on Vocabulary Improvement*. LAP LAMBERT Academic Publishing (27 April 2018). ISBN-10: 6139820502. ISBN-13: 978-6139820504

Şengül, F., & Bensen Bostancı, H. (2018). *Indirect written corrective feedback in EFL*. LAP/ Lambert Academic Publishing. ISBN: 978-613-9-85797-5.

9. Conferences

Bensen, H. (2011). *The Innovative Methods in ELT*. Pains & Gains Conference, Near East University, N. Cyprus, July.

Bensen, H., & Cavusoglu, C. (2013). *Teachers' Perspectives of Code-Switching in Adult EFL Classrooms.* Oxford Conference, Middle East Technical University, N. Cyprus, April.

Popescu, D., Bensen, H., Altiner, B., & Soysev, Ü. (2013). *Teaching Language Skills in North Cyprus Universities*. Oxford Conference, European University of Lefke, N. Cyprus, April.

Bensen, H. (2013). *Humour in the Language Learning Classroom*. IDEA Conference, Near East University, N. Cyprus, September.

Tutuman, M., & Bensen, H. (2014). *Students' Opinions on Corrective Feedback in Writing*. 3rd Interdisciplinary Conference on English Studies, Near East University, N. Cyprus June.

Sengul, H., & Bensen, H. (2014). *The Employment of a Process Approach to Writing*. 3rd Interdisciplinary Conference on English Studies, Near East University, N. Cyprus, June.

Bensen, H., & Çavuşoğlu, Ç. (2016). *Challenges of Teaching an Academic Writing Course to Pre-service Teachers: Reflections on Employing Innovative Approaches*. 8th World Conference on Educational Sciences. Madrid/Spain, February.

Bensen, H. (2017). *Reflections of employing innovative approaches in an academic writing course*. 6th Cyprus International Conference on Educational Research. N. Cyprus, May.

Bensen, H. (2017). *Preparatory school students' opinions on the use of Humour in the English as a foreign language classroom*. 6th Cyprus International Conference on Educational Research. N. Cyprus, May.

Raman, Y., & Bensen Bostancı, H. (2018). *Native English speaking adult immigrants' perceptions on the acquisition of a second language.* Eurasian Conference on Language and Social Sciences. Antalya, Turkey, June.

Şengül, F., & Bensen Bostancı, H. (2019). *Agent Factor and Indirect Written Corrective Feedback Process in English as a Foreign Language Classes.* GlobELT 5th International Conference on Teaching and Learning as an Aditional Language. N. Cyprus, April.

Ataner, A., & Bensen Bostancı, H. (2019*). Impacts of Using Video Feedback on IELTS Writing in Cyprus.* 9th International Conference, The Future of Education, Florence, Italy, June.

Hussein, S. M., & Bensen Bostanci, H. (2020). *The Correlation between Error Correction and Grammar Accuracy in Second Language Writing.* The 2nd International Conference on Social Transformation and Regional Development. Iraq, February.

Haidov. R., & Bensen Bostanci, H. (2020). *Analysis of the documents on flipped learning in education: A content analysis.* Virtual Conference ICIER. NEU, N. Cyprus, 19-20 June.

Safar, S., & Bensen Bostanci, H. (2020). *The perceptions of Kurdish students towards oral corrective feedback and anxiety.* Virtual Conference ICIER. NEU, N. Cyprus, 19-20 June.

Ariannejad, A., & Bensen Bostanci, H. (2021). *Engaging architecture readings to articles.* 3rd Meta discourse across genres conference (MAG2021). Institute of Modern Applied Languages (IULMA) at Universität Jaume I, Online.

Saeed, D., & Bensen Bostancı, H. (June, 2021). *The Impacts of Integral Teaching of the Listening and Speaking Skills on EFL Communicative Competence.* Virtual Oral Presentation ICIER 2021, NEU, N. Cyprus.

Kamal, S., & Bensen Bostancı, H. (June, 2022). *The use of the communicative testing method for EFL secondary school students.* Virtual Oral Presentation ICIER 2022, NEU, N. Cyprus.

Bensen Bostancı, H., & Solomon, I. (2023). *Action research on utilizing the TATE lesson-planning framework in improving the language skills of EFL*

students. Altınbaş University School of Foreign Languages International Conference: Best Practices in Second Language Education, Istanbul-Turkey.

Hassan, S. & Bensen Bostancı, H. (2023). *The effects of E-learning in higher education.* Altınbaş University School of Foreign Languages International Conference: Best Practices in Second Language Education, Istanbul-Turkey.

10.   Awards/Seminars/Workshops

 - Near East University Publication Award (2018).

- Research Center of Applied Linguistics (RCAL) Seminar on Errors and

Corrective Feedback (2020).

- Near East University Publication Award (2020)

- Near East University Publication Award (2021).

- Seminar: *Innovative Approached and Errors/ Corrective Feedback*: in-service

English teacher training organized by the Ministry of Education (20-21 March, 2024)

- - PTE Academic Trainer Professional (17 Jan, 2024).
  https://www.credly.com/badges/733cd394-ede3-4694-a977-f64c6189b3f6

11. Reviewer

Journal for Educators, Teachers and Trainers- Assessing human resource needs for digital transformation at enterprises and proposing solutions in human resource training for universities (Dec 2021-ESCI)

Journal for Educators, Teachers and Trainers "Training communication and conflict resolution soft skills in students, (Dec 2021-ESCI)

Asian Education and learning Review- The Effect of Language learning Pages of Instagram on Students' listening comprehension across first language vs. Second language,"(June, 2022)

Sage Open: Manuscript ID SO-22-1937 entitled "A mixed-methods investigation of the effectiveness and perceptions of learning English collocations using the keyword method and the rote learning method-(August, 2022).

Sage Open: Manuscript ID SO-23-4473 entitled "Understanding the nexus of feedback, motivation, coping with emotions and English academic writing abilities (November, 2023)

Sage Open: Manuscript ID SO-23-5631 entitled "Using AI Large Language Model (LLM-ChatGPT) to Mitigate Spelling Errors of EFL Learners" (January, 2024)

12. (Guest)Editor

- Innovative Journal of Language, Education & Technology (IJLET); ijlet@enarchive.org

- Forum for Linguistic Studies/ Guest Editor: Corrective Feedback in English as a Second/Foreign Language. 2023, June-November.

- Sage Open: Article Editor for manuscript ID SO-23-4473. (11.12.2023).

- Sage Open: Article Editor for manuscript ID SO-23-4473.R1. (19.09.2024).

13.   Administrative designations

- <u>World Peace University</u>, Nicosia (01.02.2023-31.8.24)

- **Director:** English Preparatory and Foreign Languages
- Member of Senate.
- Vice Director of Continuing Education and Research Centre

14. Courses taught over the last three academic years

Academic Year	Term	Course Name	Hours/week		Number of Students
			Theoretical	Applied	
2021-22	Fall	FLT231 CEFR and its Applications	2	0	14
		FLT205 Innovative Approaches	3	0	32
		EDE203 Instructional Technologies	1	1	83
		DEL103 Reading Skills I	2	0	23
		ELT518 Language Teaching Practice	2	1	7
		ELT644 Language Teaching Practice	2	1	5
	Spring	GCC602 Education for Learning	3	0	67
		ELL508+ELT631 Advanced Writing Skills	2	1	67
		GCE340+ELL224 British Culture and Civilization	1	1	24
		GCE451+EDS402 Comparison of Education Systems	1	1	36
		GEC240+ELT256 Approaches and Methods in ELT	2	1	68
		EDE303 Ethics in Education	2	0	8
		GCE338 Drama in ELT	2	1	16
		GCC602 Education for Learning (PhD)	3	0	78
2022-23	Fall	FLT231 CEFR and its Applications	2	0	32
		FLT205 Innovative Approaches	3	0	58
		EDE203 Instructional Technologies	2	0	31
		DEL103 Reading Skills I	2	0	54
		ELT518 Language Teaching Practice	2	1	12
		ELT644 Language Teaching Practice	2	1	8
		GCC602 Education for Learning	3	0	59
	Spring	WENG101-Common Course: Academic English 1	2	1	9
		PENG101-103-202-204-Preparatory School: A1-A2-B1-B2 levels	15	0	2
2023-24	Fall	WENG101-Common Course: Academic English I	2	1	56
		WENG102-Common Course: Academic English II	2	1	9
2023-24	Spring	WENG102 G1-Academic English II	2	1	73
		WENG102 G2-Academic English II	2	1	12
		FLAN202- Communication Skills for Business	2	1	3
		PENG202/204	2	0	6
2024-25	Fall				

		FLT205a/ Innovative Approaches In ELT	1	2	50
		FLT205b/ Innovative Approaches In ELT	1	2	50
		FLT307a/ Teaching English Language Skills I	1	2	40
		FLT307b/ Teaching English Language Skills I	1	2	40
		FLT401d/ Teaching Practice I	1	0	10
		ELT 502 /ELT 616/ ELL 540 Innovative Approaches to Language Teaching	1	2	