

## Assoc. Prof. Cihat ATAR

### Personal Information

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### International Researcher IDs

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Publons / Web Of Science ResearcherID: K-5136-2019

ScopusID: 57201429888

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### Biography

Cihat Atar works in the Department of Foreign Language Education, Faculty of Education at Yildiz Technical University. Cihat does research in Conversation Analysis, teaching English to learners with special needs, Sociolinguistics, and 21st-century digital competences. He earned his BA degree (ELT) from Boğaziçi University in 2009 and his MA (TESOL and Applied Linguistics) and Ph.D. (Educational and Applied Linguistics) degrees from the University of Newcastle upon Tyne, the UK in 2012 and 2016 respectively.

### Education Information

Doctorate, University of Newcastle Upon Tyne, England 2012 - 2016

Postgraduate, University of Newcastle Upon Tyne, England 2011 - 2012

Undergraduate Minor, Bogazici University, Dilbilim, Turkey 2007 - 2009

Undergraduate, Bogazici University, Eğitim Fakültesi, Yabancı Diller Eğitimi, Turkey 2005 - 2009

### Research Areas

Education in English

### Academic Titles / Tasks

Associate Professor, Yildiz Technical University, Faculty Of Education, Department Of Foreign Languages, 2024 - Continues

Associate Professor, Sakarya University, Yabancı Dil Eğitimi, 2022 - 2024

Assistant Professor, Sakarya University, Eğitim Fakültesi, 2019 - 2022

Assistant Professor, Istanbul Medeniyet University, Eğitim Fakültesi, 2018 - 2019

Lecturer, Istanbul Medeniyet University, Eğitim Fakültesi, 2017 - 2018

Instructor, Istanbul Technical University, Yabancı Diller Yüksekokulu, 2009 - 2011

### Academic and Administrative Experience

Deputy Head of Department, Sakarya University, Eğitim Fakültesi, 2021 - 2024

Manager of Research and Application Center, Sakarya University, Sakarya Üniversitesi Yabancı Diller Eğitim Öğretim Uygulama ve Araştırma Merkezi , 2020 - 2024

## Published journal articles indexed by SCI, SSCI, and AHCI

- I. **Classroom interaction in an online context: A translanguaging informed conversation analysis perspective**  
ATAR C., Rafi A. S. M.  
International Journal of Educational Development, vol.105, 2024 (SSCI)
- II. **Development and Factor Structure of Problematic Multidimensional Smartphone Use Scale**  
GEÇER E., Yıldırım M., Bağcı H., ATAR C.  
International Journal of Mental Health and Addiction, 2024 (SCI-Expanded)
- III. **“Nothing replaces meeting my students at class”: Analysing academics’ views regarding distance education**  
GEÇER E., Bağcı H., ATAR C.  
Education and Information Technologies, vol.28, no.12, pp.16615-16636, 2023 (SSCI)
- IV. **The mediating effect of digital literacy in the relationship between media literacy and digital citizenship**  
Erdem C., ORUÇ E., ATAR C., Bağcı H.  
Education and Information Technologies, vol.28, no.5, pp.4875-4891, 2023 (SSCI)
- V. **Editorial: English medium instruction in the Middle East and North Africa**  
Elyas T., ATAR C., Curle S., Rafi A. S. M.  
Frontiers in Psychology, vol.14, 2023 (SSCI)
- VI. **Shaping Learner Contributions via a Combination of Different Resources: Joint Use of ‘Okay’ and Type-specific Questions Oblikovanje učeničkih odgovora kombinacijom različitih izvora: zajednička upotreba riječi okay i specifičnih pitanja**  
ATAR C., Seedhouse P., Walsh S.  
Croatian Journal of Education, vol.24, no.4, pp.1111-1135, 2022 (SSCI)

## Articles Published in Other Journals

- I. **Metaphorically speaking: Pre-service EFL teachers' understanding and conceptions of (teacher) research**  
Savaşçı M., Atar C.  
The Journal of Language Teaching and Learning, vol.14, no.1, pp.24-51, 2024 (Peer-Reviewed Journal)
- II. **A meta-synthesis of research on in-service EFL teachers' needs for INSET programs in Türkiye**  
İskender Y. C., ATAR C.  
I+T+C : INVESTIGACIÓN, TECNOLOGÍA Y CIENCIA, vol.13, no.4, pp.23-39, 2023 (Peer-Reviewed Journal)
- III. **Pre-service EFL Teachers’ Knowledge and Beliefs about Developmental Dyslexia: Implications for EFL Teacher Training**  
ATAR C., Amir A.  
LANGUAGE TEACHING AND EDUCATIONAL RESEARCH, vol.6, no.2, pp.160-175, 2023 (Peer-Reviewed Journal)
- IV. **Pre-service English Language Teachers’ 21st Century Skills: A Mixed-methods Study on Digital Literacy**  
ATAR C., BAĞCI H.  
Journal of Teacher Education and Lifelong Learning, vol.5, no.1, pp.245-258, 2023 (Peer-Reviewed Journal)
- V. **A Discourse analysis of formal links used in English texts in national high school entrance exams**  
Genç L. G., ATAR C.

SAKARYA UNIVERSITY JOURNAL OF EDUCATION, vol.12, no.3, pp.769-787, 2022 (Peer-Reviewed Journal)

- VI. **STUDYING HUMOUR FROM A CONVERSATION ANALYTIC PERSPECTIVE**  
ÇOPUR N., ATAR C.  
Studies in Linguistics, Culture and FLT, vol.10, no.3, pp.82-93, 2022 (Scopus)
- VII. **Deaf individuals and English language teaching**  
ATAR C., ASLAN BAĞCI Ö., BAĞCI H.  
TURKISH ONLINE JOURNAL OF EDUCATIONAL TECHNOLOGY, vol.20, no.4, pp.23-28, 2021 (Peer-Reviewed Journal)
- VIII. **An Analysis of the English Textbooks in Turkish Primary Schools with Regard to the Processability Theory**  
ATAR C.  
SLAVERY : THEORY AND PRACTICE, vol.9, no.1, pp.117-125, 2021 (Peer-Reviewed Journal)
- IX. **Humour as a pedagogical tool in teacher-initiated repair sequences: the case of extreme case formulations and candidate hearing**  
Çopur N., ATAR C., Walsh S.  
Classroom Discourse, vol.12, no.3, pp.280-294, 2021 (ESCI)
- X. **Investigating the contribution of the european union erasmus+ youth exchange project to foreign language learning**  
Cantez K., ATAR C.  
Eurasian Journal of Applied Linguistics, vol.7, no.1, pp.259-276, 2021 (ESCI)
- XI. **The Attitudes towards RP and Geordie Regional Variety of English among Turkish L2 Speakers of English: Some Implications for L2 Teaching**  
ATAR C., ERDEM C.  
I+T+C : INVESTIGACIÓN, TECNOLOGÍA Y CIENCIA, vol.10, no.2, pp.69-82, 2020 (Peer-Reviewed Journal)
- XII. **An evaluation of the English preparatory program at Istanbul Medeniyet University**  
ATAR C., KIR E., DENKCI AKKAŞ F.  
LANGUAGE TEACHING AND EDUCATIONAL RESEARCH, vol.3, no.1, pp.94-115, 2020 (Peer-Reviewed Journal)
- XIII. **The Investigation of Pre-service English Teachers' Information Searching and Commitment Strategies on the Web**  
ATAR C., BAĞCI H.  
Malaysian Online Journal of Educational Technology, vol.8, no.1, pp.72-83, 2020 (Peer-Reviewed Journal)
- XIV. **A sociolinguistic perspective in the analysis of English textbooks: Development of a checklist**  
ATAR C., ERDEM C.  
Research in Pedagogy, vol.10, no.2, pp.398-416, 2020 (Peer-Reviewed Journal)
- XV. **The implementation of awareness raising for pre-service teachers' management of classroom interaction with a focus on extended wait-time**  
ATAR C.  
RumeliDE Dil ve Edebiyat Araştırmaları Dergisi, vol.8, pp.831-848, 2020 (Peer-Reviewed Journal)
- XVI. **Wait-time in material and classroom context modes**  
Alsaadi N. S. M., ATAR C.  
INTERNATIONAL JOURNAL OF CONTEMPORARY EDUCATIONAL RESEARCH, vol.6, no.1, pp.53-69, 2019 (Peer-Reviewed Journal)
- XVII. **An investigation of pre-service English teachers' level of technopedagogical content knowledge**  
ATAR C., AYDIN S., Bağcı H.  
Journal of Language and Linguistic Studies, vol.15, no.3, pp.794-805, 2019 (Scopus)
- XVIII. **Higher education in Turkey: Responding to sustainable development agenda**  
ATAR C., Rahman S. A.  
Intellectual Discourse, vol.27, no.2, pp.335-351, 2019 (Scopus)
- XIX. **An Investigation of Pre-Service English Teachers' Self Efficacy in Web Pedagogical Content Knowledge**  
BAĞCI H., ATAR C.

- SAKARYA UNIVERSITY JOURNAL OF EDUCATION, vol.9, no.3, pp.550-566, 2019 (Peer-Reviewed Journal)
- XX. **A conversation-analytic perspective on teacher-led clarification and its implications for L2 teacher training**  
ATAR C., Seedhouse P.  
International Journal of Instruction, vol.11, no.2, pp.145-166, 2018 (Scopus)
- XXI. **Pre-service English Teachers' Acceptance and Use of Social Networks for Teaching Purposes**  
BAĞCI H., ATAR C.  
Kuramsal Eğitim Bilim Dergisi, vol.11, pp.189-203, 2018 (Peer-Reviewed Journal)
- XXII. **A conversation-analytic perspective on the organization of teacher-led clarification and its implications for L2 teacher training**  
ATAR C., Seedhouse P.  
International Journal of Instruction, vol.11, no.2, pp.145-166, 2018 (Scopus)
- XXIII. **Should We Teach Pronunciation Explicitly in L2/EFL Classrooms?**  
ATAR C.  
INTERNATIONAL JOURNAL OF CONTEMPORARY EDUCATIONAL RESEARCH, vol.5, no.2, pp.95-102, 2018 (Peer-Reviewed Journal)
- XXIV. **The Effects of Learning a Second Language on the First: The Case of Increased Metalinguistic Awareness**  
ATAR C.  
JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES, vol.14, no.1, pp.242-260, 2018 (Peer-Reviewed Journal)
- XXV. **Konuşma Çözümlemesi ve Uygulamalı Dil Bilim**  
ATAR C.  
Medeniyet Eğitim Araştırmaları Dergisi, vol.1, no.1, pp.17-25, 2017 (Peer-Reviewed Journal)
- XXVI. **Recipient Design in Students' Speaking and Writing: Some Practical Suggestions for Pedagogy**  
ATAR C.  
Journal of Applied Linguistics and Language Research, vol.4, no.8, pp.108-120, 2017 (Peer-Reviewed Journal)
- XXVII. **Experiences of international graduate and post-graduate students in the United Kingdom: The problems, expectations and suggestions of university students.**  
ATAR C., ERDEM C., KOÇYİĞİT M.  
THE JOURNAL OF ACADEMIC SOCIAL SCIENCE STUDIES, no.57, pp.227-244, 2017 (Peer-Reviewed Journal)
- XXVIII. **Potential perspectives Corpus Linguistics offers for Applied Linguistics studies: The use of BNC to increase validity**  
ATAR C.  
The Literacy Trek, vol.3, no.1, pp.32-46, 2017 (Peer-Reviewed Journal)
- XXIX. **An analysis of code-switching in Turkish EFL classroom interaction**  
ATAR C., AKKAYA G.  
Annual Review of Education, Communication and Language Sciences, vol.12, no.1, pp.53-77, 2015 (Peer-Reviewed Journal)
- XXX. **Do Turkish bilinguals of English process Turkish predictive conditionals differently than Turkish monolinguals?**  
ATAR C.  
Annual Review of Education, Communication and Language Sciences, vol.11, no.1, pp.15-34, 2014 (Peer-Reviewed Journal)

## Metrics

Publication: 36

Citation (Scopus): 56

H-Index (WoS): 1

H-Index (Scopus): 5