

Dr Philip Durrant

Senior Lecturer in Language Education, Graduate School of Education,
University of Exeter

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Education

PhD, School of English Studies, University of Nottingham	2008
MA Applied Linguistics (Distinction), University of Nottingham	2005
BA Philosophy (1 st Class Hons), University of Sussex	1997

Professional Qualifications

Higher Education Academy Fellowship	2013
Cambridge University DELTA	2003
Trinity College London CTESOL	1998

Summary Employment History

University of Exeter, Graduate School of Education (Exeter, UK) Senior Lecturer in Language Education Lecturer in Language Education	07/2015 - Present 09/2011 – 07/2015
Bilkent University, Graduate School of Education (Ankara, Turkey) Assistant Professor	02/2009 - 08/2011
University of Nottingham, School of Education/School of English Studies (Nottingham, UK) Part-time tutor	04/2006 - 10/2007
Durham University Language Centre (Durham, UK) Pre-sessional EAP Instructor	07/2004 - 09/2008
Bilkent University School of English Language (Ankara, Turkey) EFL/EAP Instructor	09/2001 - 07/2004
Current Science Group (London, UK) Editorial Assistant	10/2000 - 09/2001
Kent English (Ankara, Turkey) EFL Instructor	10/1998 – 09/2000
Henley Management College (London, UK) Administrative Assistant	08/1997 – 07/1998

Grants and Scholarships

External funding

2015-2018	<i>Growth in Grammar: A multi-dimensional analysis of student writing between 5 and 16.</i> Principal Investigator Economic and Social Research Council.	£317,843
2014-2015	<i>Using PTE Academic to predict achievement and measure proficiency gains in an intensive EAP foundation programme.</i> Principal Investigator Pearson External Research Funding.	£6,525

Internal funding

2017-19	University of Exeter Global Partnerships/University of South Florida World: outward mobility and research catalyst grants for faculty visits and doctoral student exchange.	£11,600
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Scholarships

2005-2008	3-year Economic and Social Research Council PhD Research Studentship
2004-2005	University of Nottingham: MA Applied Linguistics fee-waiver

Publications

Books

P. Durrant, M. Brenchley & L. McCallum. (under contract). *Understanding development and proficiency in writing: quantitative corpus linguistic approaches*. Cambridge: Cambridge University Press.

Journal Articles

P. Durrant & M. Brenchley (forthcoming). Development of vocabulary sophistication across genres in English children's writing. *Reading and Writing*.

P. Durrant, J. Moxley & L. McCallum. (forthcoming). Vocabulary sophistication in freshman composition assignments. *International Journal of Corpus Linguistics*.

P. Durrant (2017). Lexical bundles and disciplinary variation in university students' writing: Mapping the territories. *Applied Linguistics*, 38(2), 165-193.

H. Cangır, N. Büyükkantarcıoğlu & P. Durrant (2017). Investigating collocational priming in Turkish. *Journal of Language and Linguistic Studies*, 13(2).

C. Lu & P. Durrant (2017). A corpus-based lexical analysis of Chinese medicine research articles. *Asian Journal of Applied Linguistics*, 4(1): 3-15.

J. McLaughlin & P. Durrant (2017). Student Learning Approaches in the UAE: The case for the achieving domain. *Higher Education Research and Development*, 36(1): 158-170.

P. Durrant (2016). To what extent is the Academic Vocabulary List relevant to university student writing? *English for Specific Purposes*, 43: 49-61.

P. Durrant (2014). Discipline- and level-specificity in university students' written vocabulary. *Applied Linguistics*, 35(3): 328-356.

P. Durrant (2014). Corpus frequency and second language learners' knowledge of collocations: a meta-analysis. *International Journal of Corpus Linguistics*, 19(4): 443-477.

P. Durrant (2013). Formulaic morphology in an agglutinating language: the case of Turkish. *Corpus Linguistics and Linguistic Theory*, 9(1): 1-38.

P. Durrant & J. Mathews-Aydinli (2011). A function-first approach to identifying formulaic language in academic writing. *English for Specific Purposes*, 30(1): 58-72.

P. Durrant & A. Doherty (2010). Are high-frequency collocations psychologically real? Investigating the thesis of collocational priming. *Corpus Linguistics and Linguistic Theory*, 6(2): 125-155.

P. Durrant & N. Schmitt (2010). Adult learners' retention of collocations from exposure. *Second Language Research*, 26(2): 163-188.

P. Durrant (2009). Investigating the viability of a collocation list for students of English for Academic Purposes. *English for Specific Purposes*, 28(3): 157-169.

(Winner of Horowitz Prize for best article published in English for Specific Purposes in 2009)

P. Durrant & N. Schmitt (2009). To what extent do native and non-native writers make use of collocations? *International Review of Applied Linguistics*, 47(2): 157-177.

Book Chapters

P. Durrant & M. Brenchley (forthcoming). The development of academic collocations in children's writing. In P. Szudarski & S. Barclay (Eds). *Vocabulary Theory, Patterning and Teaching*. Bristol: Multilingual Matters.

T. Omidian, A. Siyanova-Chanturia & P. Durrant (forthcoming). The Use of Academic Formulae in University Students' Writing: A Multi-Level Analysis of Genre and Discipline Specificity. In P. Szudarski & S. Barclay (Eds). *Vocabulary Theory, Patterning and Teaching*. Bristol: Multilingual Matters.

P. Durrant (2019). Formulaic language in English for Academic Purposes. In A. Siyanova-Chanturia and A. Pelicer-Sanchez (Eds). *Understanding formulaic language: A second language acquisition perspective*. London: Routledge.

S. Gries & P. Durrant (2019). Analyzing co-occurrence data. In S. Gries & M. Paquot (Eds). *A practical handbook of corpus linguistics*. New York: Springer.

P. Durrant & A. Siyanova-Chanturia (2015). Learner corpora and psycholinguistic research. In S. Granger, G. Gilquin and F. Meunier (Eds) *The Cambridge Handbook of Learner Corpus Research*. Cambridge: Cambridge University Press.

S. Ardavani & P. Durrant (2015). How have political and socio-economic issues impacted on the motivation of Iranian university students to learn English?. In C. Kennedy (Ed). *English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges*. London: British Council: 33-45.

M. Jones. & P. Durrant (2010). What can a corpus tell us about vocabulary teaching materials? In M. McCarthy and A. O'Keeffe (Eds.) *The Routledge Handbook of Corpus Linguistics*: London: Routledge: 387-400.

Other publications

P. Durrant (2019). Averil Coxhead, 'Vocabulary and English for Specific Purposes Research'. *TESOL Quarterly*. doi: 10.1002/tesq491.

P. Durrant & M. Brenchley (forthcoming). Corpus research on the development of children's writing in L1 English. In A. Glaznieks, A. Abel, V. Lyding & V. Nicolas (Eds), *Corpora and Language in Use*.

Proceedings of the Learner Corpus Research Conference, 2017. Louvain: Presses Universitaires de Lovain.

P. Durrant, C. Walker & R. Michel (2015). Using PTE Academic to predict achievement and measure proficiency gains in an intensive EAP foundation programme. *PTE Academic Research Notes*.

P. Durrant (2010). Alison Wray, 'Formulaic language: Pushing the Boundaries'. *Applied Linguistics*, 31(1).

P. Durrant (2007). Nadja Nesselhauf, 'Collocations in a learner corpus'. *Functions of Language*, 14(2).

Keynote talks

Corpus research on the development of children's school writing. Fifth International Conference on Writing Analytics: Data Mining and the Teaching of Writing. University of South Florida, USA. January 2018.

Corpus research on the development of children's writing in L1 English. Learner Corpus Research Conference. Bozen/Bolzano, Italy. October 2017.

Phraseology and variation in student writing. Technology for Second Language Learning Conference: Data-driven approaches to learning phraseology and formulaic language. Iowa State University, USA, September 2015.

Mapping student writing across the disciplines. BALEAP Professional Issues Meeting on EAP and Corpora. Coventry University, UK, June 2014.

Other invited talks and workshops

Understanding development in children's writing through corpus analysis. Department of English Language & Literature. Mary Immaculate College, University of Limerick, March 2019. (webinar)

Language development in children's writing from six to sixteen. Department of Education, University of Oxford, UK, June 2018.

Investigating linguistic development in children's writing: The Growth in Grammar project. School of English Studies, University of Nottingham, UK, March 2017.

Growth in Grammar: A multi-dimensional analysis of student writing between 5 and 16. Faculty of Education, University of Hong Kong, Hong Kong, May 2016.

Revisiting Collocational Priming. Corpus data and psycholinguistics seminar. ESRC Centre for Corpus Approaches to Social Sciences, Lancaster University, UK, May 2016.

Learner Corpus Research and Psycholinguistics. Cambridge University Press, Cambridge, UK, February 2016.

Formulaicity within Turkish Words. Corpus-based Word Frequency: Methods and Applications. Mersin University, Turkey, February 2015.

Rethinking EAP vocabulary needs. Department of Language and Linguistics, University of Essex, UK, February 2013.

Organizing vocabulary teaching in EAP. INTO, University of Exeter, UK, June 2012.

Formulaic language in English for Academic Purposes. English Language Series Seminar. Centre for Corpus Research, University of Birmingham, UK, March 2012

Conference Papers (most recent three years only)

Lexical development in English school children's writing from six to sixteen. American Association of Corpus Linguistics. Georgia State University, USA, September 2018.

Lexical development in English school children's writing from six to sixteen. BAAL Vocab SIG. University College London, UK, July 2018.

Lexical development in English school children's writing from six to sixteen. IVACS International Biennial Conference. University of Malta, Malta, June 2018.

Development in L1 written vocabulary between 6 and 14. BAAL Vocab SIG. University of Reading, UK, July 2017.

Growth in Grammar: A multidimensional analysis of student writing between 5 and 16. International Conference on Writing Analytics. University of South Florida, USA, January 2017.

Growth in Grammar: A multi-dimensional analysis of student writing between 5 and 16. The 37th ICAME Conference. The Chinese University of Hong Kong, China, May 2016.

Services to the academic community

- Grant proposal reviewer for: National Science Foundation Linguistics Program (USA); Croatian Science Foundation/Unity through Knowledge Fund (Croatia); *Language Learning* Early Career Researcher Grant Program.
- External programme reviewer for Xi'an Jiaotong-Liverpool University (China), Department of Languages and Culture, BA in Applied English Studies.
- External examiner for PhD (University of Birmingham; University of Leeds; University of Queensland; University of Southern Queensland), MRes (University of Birmingham) and MPhil (University of Nottingham) theses.
- Selection Committee Member for Lecturer in Didactics of Language and Literature post. Serra Húnter Programme. University of Lleida, Catalonia.
- Programme Committee Member: International Corpus Linguistics Conference, Cardiff 2019; 5th Learner Corpus Research Conference, Warsaw 2019.
- Peer reviewer for the following journals: *Annual Review of Applied Linguistics*; *Applied Linguistics*; *Applied Psycholinguistics*; *Corpus Linguistics and Linguistic Theory*; *Educational Research and Reviews*; *Language Learning*; *Journal of English for Academic Purposes*; *Journal of English for Specific Purposes*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; *Journal of Second Language Writing*; *International Journal of Applied Linguistics*; *International Journal of Corpus Linguistics*; *International Journal of Learner Corpus Research*; *International Review of Applied Linguistics*; *Language Learning*; *Language Teaching Research*; *Language Testing*; *Modern Language Journal*; *Research Papers in Education*; *System*; *Studies in Second Language Acquisition*; *Text & Talk*.
- Book/book proposal reviewer for: Cambridge University Press; Palgrave MacMillan; John Benjamins; Routledge.

Teaching Experience

Doctoral

Summary of thesis supervision/examination (see below for list of theses supervised)

- 24 theses supervised to completion. University of Exeter (2011 – present)
- 23 theses currently under supervision. University of Exeter
- Hosted 4 visiting PhD students. University of Exeter (2011 - present)
- Internal examiner for 14 doctoral theses. University of Exeter (2011 - present)
- External examiner for 5 doctoral theses. University of Birmingham (x2); University of Leeds; University of Queensland; University of Southern Queensland (2016-present)

Teaching

- Design and teach classes for the EdD TESOL module *TESOL Classrooms and Pedagogy: Theory and Practice*, delivered in both standard format for full-time students and intensive format for part-time students. Intensive formats delivered at campuses in Exeter and Dubai. University of Exeter (2011 - present)
- Design and teach research workshops for doctoral students across the College of Social Sciences and International Studies. Workshops led: *Introduction to SPSS; Corpus Linguistics as a Research Method; Issues with quantitative and non-interpretive methods; Publishing, Reviewing and Responding to Reviewers; Understanding Research Ethics*. University of Exeter (2011-present)

Masters

Dissertation supervision/examination

- Supervised 46 x MEd TESOL. University of Exeter (2011 - present)
- Supervised 8 x MSc Educational Research. University of Exeter (2014 - present)
- Supervised 17 x MA TEFL. Bilkent University (2009-2011)
- Supervised 5 x MA TESOL. University of Nottingham (2006)
- External examiner for MRes (University of Birmingham) and MPhil (University of Nottingham) dissertations (2015-present).

Teaching

- Designed, taught and co-ordinated the following new module on the MEd TESOL programme, University of Exeter (2011 - 2014; 2018-present):
 - *Researching and Teaching English for Academic Purposes*
- Designed and taught classes for the following modules on the MEd TESOL programme, University of Exeter (2011 - present):
 - *Developing an Appropriate Language Teaching Methodology*
 - *Developing Materials for TESOL*
 - *Language Awareness for TESOL*
 - *Principles and Practices of Curriculum Development and Syllabus Design*
 - *Preparing for Educational Research*
 - *Teaching English for Specific Purposes*.
- Designed and taught the following new modules on the MA TEFL and MA Curriculum and Instruction programmes, Bilkent University (2009-2011):
 - *Corpora in Applied Linguistics and Language Teaching*
 - *Researching and Teaching English for Academic Purposes*
 - *Statistics for Educational Research*
- Designed and taught the following modules on the MA TEFL programme, Bilkent University (2009-2011):
 - *Curriculum Development and Evaluation*
 - *Language Testing*
 - *Research Methods*
 - *Second Language Acquisition*
 - *Written Academic Discourse*.

Undergraduate

- Taught on *Investigating English Language* module for first year English Studies undergraduates, University of Nottingham (2007).
- Designed and taught content-based courses in EAP for first year undergraduate students. Bilkent University School of English Language (2002-2004).
- Designed and taught courses in EAP to support postgraduate and undergraduate courses in the philosophy of education and the history of political philosophy. Bilkent University School of English Language (2002-2004).

EAP/EFL teaching

- Designed and taught English conversation programme for junior diplomats at the Turkish Ministry of Foreign Affairs (2010)
- Taught on five pre-sessional English for Academic Purposes programmes. Durham University Language Centre (2004-2008)
- Designed and taught content-based courses in EAP for first year undergraduate students. Bilkent University School of English Language (2002-2004).
- Designed and taught ESAP courses to support postgraduate and undergraduate courses in the philosophy of education and the history of political philosophy. Bilkent University School of English Language (2002-2004).
- Taught intensive courses in general and academic English, at all levels from beginner to upper-intermediate, to students preparing to sit the English proficiency exam for entrance to an English-medium university. Bilkent University School of English Language (2001-2002).
- Taught courses in English as a foreign language to adults at all levels from elementary to advanced. Kent English (1998-2000).

Management/Leadership Experience

Academic management/leadership roles

- Senior Tutor, University of Exeter Graduate School of Education (2018-present). Responsible for overseeing the operation of student support and development and of the personal tutor system in the Graduate School of Education.
- Member of ESRC Strategy Group, University of Exeter College of Social Sciences and International Studies (2017-present). Responsible for internal review and selection of applications to key ESRC funding streams and for providing formative feedback to applicants. Contribute to development of university-wide strategies for social science research.
- Convener of *Language and Education* research network, University of Exeter Graduate School of Education (2014-present). Founded and co-ordinate a research network for students and faculty from across the University of Exeter with an interest in the intersection of language and education. The network runs an ongoing series of seminars and workshops led by both student and staff.
- Pathway Leader EdD TESOL programme, University of Exeter Graduate School of Education (2012-present). The EdD is a 'professional doctorate', equivalent in status to a PhD. During my tenure, the programme was delivered in both full-time and part-time versions, had an enrolment of over 100 students and involved a wide range of faculty from across the Graduate School of Education. In this role, I was responsible for programme development and evaluation, timetabling, student admissions, student induction, managing thesis supervision, and dealing with enquiries from current and prospective students. As leader of the school's largest EdD pathway, I also played a key role in decision-making across the broader suite of EdD programmes.
- Module leader for the EdD module, *TESOL Classrooms and Pedagogy: Theory and Practice*, University of Exeter Graduate School of Education (2012-present). This is

delivered in both standard format for full-time students and intensive format for part-time students. Intensive formats are delivered at campuses in both Exeter and Dubai. Also module leader for the MEd modules *Researching and Teaching English for Academic Purposes* and *Teaching English for Specific Purposes*. These are delivered in both standard format for full-time students and intensive format for part-time students. In these roles, I am responsible for overall module design and evaluation, arranging faculty to teach sessions and mark assessments, student orientation and queries, and designing and maintaining module handbooks and web pages.

- Research Ethics Officer, University of Exeter Graduate School of Education (2013-2017). Responsible for ethics procedures for all student and staff research projects in the Graduate School of Education. Member of Ethics Committee of the College of Social Sciences and International Studies, responsible for reviewing research ethics applications across the college. Ran regular development workshops on research ethics for both staff and students within the Graduate School of Education. As the representative of the largest school in the college in terms of research student numbers, I also played a key role in decision making about college-level structures and procedures for research ethics.
- Conducted review of Arabic language teaching on undergraduate programme within the University of Exeter Institute of Arab and Islamic Studies (2015-16).
- Member of Quality Review Group for University of Exeter English for Academic Purposes foundation programmes (2013) and English for Academic Purposes In-sessional Working Group (2016).
- University of Exeter College of Social Sciences and International Studies representative on Virtual Learning Environment committee. (2014-2015).
- Member of recruitment panels for Lecturer, Associate Professor, and Professor in TESOL roles. University of Exeter Graduate School of Education (2016)
- Acting programme director for the MA TEFL programme in the Graduate School of Education. In this role I was responsible for student admissions and managing thesis supervision and examination (Bilkent University: February-June 2011).
- Curriculum designer and course director for a 6-week intensive course in English speaking skills for junior diplomats in the Turkish Ministry of Foreign Affairs (2010). This course was taught by 10 teachers to around 50 students. Directorship role included shared responsibility for course planning and budgeting, teacher recruitment, and day-to-day programme management.
- Co-ordinator of *Preparatory Research Skills and English* programme at the Durham University Language Centre (2008). This was a one-month intensive EAP course for over 150 international students, taught by 12 teachers. In this role, I was responsible for leading weekly teachers' meetings, developing and supervising student assessment, carrying out class observations, running induction sessions for teachers and students, and day-to-day course management.

Other administrative experience

- Editorial assistant for the academic publishing company *Current Science Group* (2000-1). Responsible for maintaining an online database of medical trials, incorporating over 10,000 records submitted by funding organisations, charities, pharmaceutical companies, and medical journals, from around the world. Also involved in organising frequent international meetings of academics and research administrators on the development of clinical trial registration.
- Administrative assistant at Henley Management College (1997-8). Providing administrative support to the Director of Studies, Programme Manager, lecturers and students.

Doctoral theses supervised

Doctoral theses supervised to completion

As first supervisor

- Aldosary, E. (2018). *Using interactive whiteboards to teach vocabulary to primary children.*
- Al-Hinai, I. (2018). *The perceptions and practices of post-foundation students' technical writing at the colleges of technology in Oman.*
- Burkett, T. (2018). *The use of frequency-based word lists in university foundation and intensive English programs.*
- Hamad, K. (2018) *Understanding the situation of learner autonomy in a higher education context in the Kurdistan Region.*
- Idrees, M. (2018). *Effectiveness of CALL compared with a traditional method of English language teaching in a Saudi Arabian university context*
- Scotland, J. (2018). *Participating in a shared cognitive space: An exploration of working collaboratively and longer-term performance of a complex grammatical structure.*
- Taylan, H. (2018). *The language learning motivation of university-level students regarding L2 motivational self system in at a Turkish university context.*
- Van Dongen, H. (2018). *Perspectives on implementation of content and language integrated learning (CLIL) in Dutch secondary education.*
- Al-Khalidi, I. (2017). *EFL in higher education: Designing an efficient and flexible model for a language course design at university level.*
- Nicholas, A. (2017). *A dynamic assessment of pragmatic competence in Japanese learners of EFL: the act of requesting.*
- Ramadhan, J. (2017). *A longitudinal study of the development of Kurdish students' English collocational knowledge.*
- Abu-Shawish, R. (2016). *Involvement of school teachers in educational decision-making in the State of Qatar.*
- Ashraf, S. (2016). *Taking a closer look at the professional identity of non-native English-speaking teachers in the United Arab Emirates.*
- Kani, Z. (2016). *An exploration of the linguistic, professional and intercultural experiences of 'international' academics from different disciplines at a UK university.*
- Moore, P. (2016). *Multicultural teaching faculty and a monocultural student population: An interpretive analysis of tertiary teachers' and students' perceptions in the United Arab Emirates.*
- Shah, M. (2016) *The odyssey of professional excellence: A journey into lives of 'highly effective' TESOL professionals.*
- Cojocnean, D. (2015). *The vocabulary learning behaviour of Romanian high school students in a digital context.*
- Hasan, M. (2015). *The Impact of Contextual Factors on the Professionalism of Bahraini School English Language Teachers: An Investigation of Teachers' Beliefs about Teaching and Learning.*
- Fan, Z (2014). *Non-investment: the lack of English fluency of well-educated professional Chinese immigrants in Anglophone Canada.*
- Mack, L. (2014). *Importing the writing centre to a Japanese college: A critical investigation.*
- McLaughlin, J. (2014). *Student Learning Approach and Motivational Orientations in the Tertiary Context of the United Arab Emirates: Implications for English for Academic Purpose Course Design.*

As second supervisor

- Bish, D. (2018) *Increasing the potential of ICT in language learning: A model of classroom integration of CALL through a micro-blended approach.*
- Phongploenpis, S. (2016). *Preparation of Thai student teachers to work in bilingual education in the framework of promoting bi-/multilingual competences required in the future ASEAN Economic Community*

- Brenchley, M. (2015). *The developing relationship between spoken and written syntax in an English secondary school.*

Ongoing thesis supervision

As first supervisor

- Alrashid, H. *IELTS as a predictor of the reading performance of post-graduate students at a UK university.*
- Alsalah, A. *Exploring the vocabulary task type in English language textbooks in Saudi Arabia.*
- Alzamil, H. *Bidirectional pragmatic transfer between Arabic and English production: Invitation context in EFL settings.*
- Burrows, C. *Communication strategy use by Japanese EFL students.*
- Henning, D. *Hyperpolyglots and self-regulation in second language learning.*
- Ismail, F. *Assessors' assessment awareness and their beliefs regarding sound assessment practices.*
- Jaroenchaiwat, P. *Authorial stance in theses written by Thai graduate students.*
- McCallum, L. *The role of restricted collocations and learner and course variables in determining writing quality in assignments from a first year composition programme.*
- Moorhouse, B. *Experiences, perceptions and practices of student-teachers towards homework in the EFL classroom in Hong Kong.*
- Shang, E. *Vocabulary teaching from a task-based perspective for EFL young learners in China.*
- Sperrazza, L. *Understanding writer identity in the United Arab Emirates*
- Yan, Y. *Dynamic assessment of socio-pragmatic capacity in second language learning.*

As second supervisor

- Ahmed, R. *Metacognitive reading strategy awareness of undergraduate Omani EFL students studying engineering and accountancy.*
- Al-Shabibi, Y. *Teachers' roles in a collaborative online environment.*
- Anwar, M. *(Re)construction of EFL teachers' professional identity in curriculum implementation: A narrative inquiry.*
- He, Y. *From a metacognitive perspective: Longitudinal case study on how Chinese students develop in academic writing in their early years of pursuing a doctoral degree in a UK university.*
- Kim, J. *Teacher evaluation and how it affects NESTs in a Korean EFL context at tertiary level.*
- Kondos, S. *The effect of teaching formulaic language on improving the writing skills of Bridge programme students..*
- Kozluca, U. *Investigation of foreign language anxiety among Turkish tertiary students and teachers in the English preparatory programme in Turkey.*
- Kumar, K. *The effects of dictionary type on the composition writing of intermediate Japanese university second language learning of English.*
- Lema, J. *A mixed methods exploration of the effects of including cohesion at local, global and overall levels in L2 written texts.*
- Paterson, A. *Cross-cultural understandings of professional standards in transnational education.*
- Yilmaz, M. *The impact of feedback as formative assessment on student performance.*