

Philip Durrant
Associate Professor, Graduate School of Education,
University of Exeter
email: p.l.durrant@exeter.ac.uk

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) Associate Professor in Language Education Senior Lecturer in Language Education Lecturer in Language Education	01/2020 - Present 07/2015 - 01/2020 09/2011 - 07/2015
Bilkent University, Graduate School of Education (Ankara, Turkey) Assistant Professor	02/2009 - 08/2011
University of Nottingham, School of English Studies & School of Education (Nottingham, UK) Part-time tutor	04/2006 - 10/2007
Durham University, Language Centre (Durham, UK) Pre-sessional EAP Teacher	07/2004 - 09/2008
Bilkent University, School of English Language (Ankara, Turkey) EFL/EAP Teacher	09/2001 - 07/2004
Current Science Group (London, UK) Editorial Assistant	10/2000 - 09/2001
Kent English (Ankara, Turkey) EFL Teacher	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 English for Academic Purposes foundation programme.</i> Principal Investigator Pearson External Research Funding.	£6,525

Internal funding

2019-2021	Xi'an Jiaotong-Liverpool University Teaching Development Fund: <i>Investigating the vocabulary of academic spoken English to improve students' understanding of lectures</i> Co-investigator	RMB58,000
2017-2019	University of Exeter Global Partnerships/University of South Florida World: outward mobility and research catalyst grants for faculty visits and doctoral student exchange. Principal Investigator	£11,600

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 (in press). *Understanding development and proficiency in writing: quantitative corpus linguistic approaches*. Cambridge University Press.
- P. Durrant, A. Siyanova-Chanturia, B. Kremmel, S. Sonbul (in preparation). *Research methods in vocabulary studies*. John Benjamins.
- P. Durrant (in preparation). *Corpus linguistics for writing development*. Routledge.

Journal Articles

- P. Durrant, M. Brenchley & R. Clarkson (2020). Syntactic development across genres in children's writing: the case of adverbial clauses. *Journal of Writing Research*, 12(2), 419-452.
- P. Durrant & M. Brenchley (2019). Development of vocabulary sophistication across genres in English children's writing. *Reading and Writing* 32(8), 1927-1953.
- P. Durrant, J. Moxley & L. McCallum. (2019). Vocabulary sophistication in first-year composition assignments. *International Journal of Corpus Linguistics*, 24(1), 33-66.
- P. Durrant (2017). Lexical bundles and disciplinary variation in university students' writing: Mapping the territories. *Applied Linguistics*, 38(2), 165-193.
- H. Cangir, N. Büyükkantarcioglu & 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 (2016). Formulaicity within Turkish Words. *Mersin University Journal of Linguistics & Literature/Mersin Üniversitesi Dil ve Edebiyat Dergisi*, 13(2), 35-52.
- 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 (in press). The development of academic collocations in children's writing. In P. Szudarski & S. Barclay (Eds). *Vocabulary Theory, Patterning and Teaching*. Multilingual Matters.
- T. Omidian, A. Siyanova-Chanturia & P. Durrant (in press). Predicting parameters of variation in the use of academic formulae in university students' writing. In P. Szudarski & S. Barclay (Eds). *Vocabulary Theory, Patterning and Teaching*. Multilingual Matters.
- S. Gries & P. Durrant (in press). Analyzing co-occurrence data. In M. Paquot & S. Gries (Eds). *A practical handbook of corpus linguistics*. Springer.
- M. Jones. & P. Durrant (in preparation). What can a corpus tell us about vocabulary teaching materials? In M. McCarthy and A. O'Keeffe (Eds.) *The Routledge Handbook of Corpus Linguistics* (2nd Edition). Routledge.
- 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*. Routledge.
- 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 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*. 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*. Routledge: 387-400.

Other publications

- P. Durrant & M. Brenchley (2019). Corpus research on the development of children's writing in L1 English. In A. Abel, A. Glaznieks, V. Lyding & L. Nicolas (Eds), *Widening the Scope of Learner Corpus Research. Selected Papers from the Fourth Learner Corpus Research Conference*. Presses Universitaires de Lovain.
- P. Durrant (2019). Averil Coxhead, 'Vocabulary and English for Specific Purposes Research'. *TESOL Quarterly*. DOI: 10.1002/tesq491.
- 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).

Research Impact

Knowledge transfer activities

- Organised and led a practitioner workshop showcasing pedagogically relevant findings and resources from ESRC-funded project. This workshop was later reviewed in the National Association of Advisors of English blog (2019).
- Findings from ESRC-funded project covered by articles in the *Times Educational Supplement*, *The Sun* and *Gibraltar Chronicle* (2019).
- Gave keynote talk at *BALEAP Professional Issues Meeting on EAP and Corpora* (2014).

Engaged research work

- Worked with EAP teachers from INTO, University of Exeter to gain external funding for a research project on EAP assessment (2014-15).

Education & Supervision

Doctoral

Supervision

Supervision of postgraduate research students has been a major part of my educational role for the last ten years. I have supervised over thirty students to completion, as detailed on pp.8-10. I have also been an external examiner for nine PhD theses (see 'external examining', below) and an internal examiner at the University of Exeter for 22 doctoral theses. Beyond supervision of individual students, I am strongly committed to fostering my local postgraduate research community. This has led me to create the *Language and Education Network*, a cross-disciplinary group of faculty and postgraduates who meet regularly to discuss research in language education.

Teaching

University of Exeter

- EdD module: *TESOL Classroom and Pedagogy* (2011-2020)
- Workshops:
 - *Introduction to SPSS*
 - *Issues with quantitative and non-interpretive methods;*
 - *Publishing, Reviewing and Responding to Reviewers;*
 - *Understanding Research Ethics.*
 - *Corpus Linguistics as a Research Method*

Masters

Supervision

56 x MEd TESOL (University of Exeter, 2011 - present); 9 x MSc Educational Research (University of Exeter, 2014 - 2019); 17 x MA TEFL (Bilkent University, 2009-2011); 5 x MA TESOL (University of Nottingham, 2006).

Teaching

University of Exeter, Graduate School of Education

- Corpus Linguistics for TESOL (2019-present)
- Researching and Teaching English for Academic Purposes (2012-14; 2018-present)
- Preparing for Educational Research (2014-present)
- Language Awareness for TESOL (2012-present)
- Developing an Appropriate Language Teaching Methodology (2018-19)
- Principles and Practices of Curriculum Development and Syllabus Design (2011-12)
- Developing Materials for TESOL (2011-12)
- Teaching English for Specific Purposes (2011-12)

Bilkent University, Graduate School of Education (2009-11)

- *Corpora in Applied Linguistics and Language Teaching*
- *Researching and Teaching English for Academic Purposes*
- *Second Language Acquisition*
- *Written Academic Discourse*
- *Language Testing*
- *Statistics for Educational Research*
- *Research Methods*
- *Curriculum Development and Evaluation*

Undergraduate

University of Nottingham, School of English (2007)

- *Investigating English Language*

Bilkent University, School of English Language

- *English for Philosophy of Political Science (2002-4)*
- *English for Philosophy of Education (2002-4)*
- *First Year Composition (2002-4)*
- *Foundation Year Academic English (2001-2)*

External examining

- External examiner for PhD theses: University of Birmingham, Dept. of English Language and Linguistics (x3); Lancaster University, Dept. of Linguistics and English Language; University of Leeds, School of Education; University of Nottingham, School of English; University of Queensland, School of Education; University of Southern Queensland, Faculty of Education; University of Agder, Faculty of Humanities and Education.
- External examiner for MRes thesis: University of Birmingham, Dept. of English Language and Linguistics.
- External examiner for MPhil thesis: University of Nottingham, School of English.
- External programme reviewer for Xi'an Jiaotong-Liverpool University (China), Department of Languages and Culture, BA in Applied English Studies.

Leadership and management

Academic management/leadership roles

University of Exeter

- Director of Doctoral Studies, Graduate School of Education (2019-present).
- EdD Programme Director, Graduate School of Education (2019-present).
- Member of ESRC Strategy Group, College of Social Sciences and International Studies (2017-present).
- Senior Tutor, Graduate School of Education (2018-2019).
- Convener of *Language and Education* research network (2014-present).
- Pathway Lead EdD TESOL programme, Graduate School of Education (2012-2019).
- Research Ethics Officer, Graduate School of Education (2013-2017).
- Conducted review of Arabic language teaching on undergraduate programme within the Institute of Arab and Islamic Studies (2015-16).
- Member of Quality Review Group for English for Academic Purposes foundation programmes (2013) and English for Academic Purposes In-sessional Working Group (2016).
- College of Social Sciences and International Studies representative on Virtual Learning Environment committee. (2014-2015).

Bilkent University

- Acting programme director for the MA TEFL programme, Graduate School of Education (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).

Durham University

- Co-ordinator of *Preparatory Research Skills and English* programme, University Language Centre (2008).

Other administrative experience

- Editorial assistant for the academic publishing company *Current Science Group* (2000-1).
- Administrative assistant at Henley Management College (1997-8).

External recognition

Invited talks: Keynote talks

- What quantitative corpus linguistics has and hasn't taught us about written vocabulary development. *BAAL VocabSIG Annual Conference*. University of Sheffield (*currently postponed due to Covid-19 restrictions*).
- 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

- What can quantitative measures of formulaic language use tell us about language development? Formulaic Language Research Network webinar series, July 2020.
- Understanding development in children's writing through corpus analysis. Department of English Language & Literature. Mary Immaculate College, University of Limerick, March 2019.
- 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

Editorial boards and conference organisation

- Editorial board member:
 - Journal of English for Academic Purposes (2019-present)
 - Cambridge University Press *Elements in Corpus Linguistics* series (2019-present)
 - Applied Corpus Linguistics (2020-present)
- Peer reviewer: *Annual Review of Applied Linguistics; Applied Linguistics; Applied Linguistic Review; Applied Psycholinguistics; Corpus Linguistics and Linguistic Theory; Dutch Journal of Applied Linguistics; Educational Research and Reviews; History of Education; 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 & Cognition; Language Learning; Language Teaching Research; Language Testing; Lingua; Linguistics and Education; Modern Language Journal; Reading & Writing; Research Papers in Education; System; Studies in Second Language Acquisition; Text & Talk.*
- Book/book proposal reviewer: Cambridge University Press; Elsevier; Palgrave MacMillan; John Benjamins; Routledge; The British Academy.
- Grant proposal reviewer: National Science Foundation Linguistics Program (USA); Croatian Science Foundation/Unity through Knowledge Fund (Croatia); *Language Learning* Early Career Researcher Grant Program.
- Conference organisation
 - Programme Committee Member: International Symposium on Applied Linguistics Research (Riyadh, 2020); International Corpus Linguistic Conference (Cardiff, 2019); 5th Learner Corpus Conference (Warsaw, 2019)
 - Co-organiser: Formulaic Language Research Network conference (Nottingham, 2008)

Other invited roles

- Visiting faculty. International Doctoral Summer School. University of Malta Centre for English Language Proficiency (*currently postponed due to Covid-19 restrictions*).
- Selection Committee Member for Lecturer in Didactics of Language and Literature post. Serra Húnter Programme. University of Lleida, Catalonia. (2018).

Honours & Awards

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

Doctoral Supervision

Ongoing doctoral supervision

PhD - first supervisor

- Alkahtani, A. *Saudi EFL learners' perceptions of vocabulary knowledge.*
- Alsalah, A. *Exploring the vocabulary task type in English language textbooks in Saudi Arabia.*
- Alshamrani, R. *The effectiveness of using a corpus-based approach in teaching and learning vocabulary among Saudi university students.*
- Alsharidi, N. *The use of Twitter amongst Saudi EFL learners: Effects on vocabulary acquisition.*
- Alzamil, H. *Bidirectional pragmatic transfer between Arabic and English production: Invitation context in EFL settings.*
- Chen, C. *Lexical profile of academic spoken English in tertiary education in China.*
- Hanash, R. *Exploring students' academic writing and the factors behind their use of formulaic language.*
- Jaroenchaiwat, P. *Authorial stance in theses written by Thai graduate students.*
- Yan, Y. *Dynamic assessment of socio-pragmatic capacity in second language learning.*

PhD - second supervisor

- 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.*
- Yılmaz, M. *The impact of feedback as formative assessment on student performance.*

EdD - first supervisor

- Belkerdid, D. *Perceptions of Writing Feedback by Female Saudi EFL Learners.*
- Burrows, C. *Communication strategy use by Japanese EFL students.*
- Ismail, F. *Assessors' assessment awareness and their beliefs regarding sound assessment practices.*
- McCallum, L. *The role of restricted collocations and learner and course variables in determining writing quality in assignments from a first year composition programme.*
- Michell, C. *A critical discourse analysis of extremist right-wing materials: Helping educators notice the linguistic signs of right-wing radicalisation amongst students.*
- Nabi, R. *Investigating the effectiveness of using the L1 in a Saudi Arabian EFL classroom.*
- Shang, E. *Vocabulary teaching from a task-based perspective for EFL young learners in China.*

As second supervisor

- Anwar, M. *(Re)construction of EFL teachers' professional identity in curriculum implementation:*
- El Cheik, M. *Parents' perspectives on the impact of EMI on their children's sense of linguistic and cultural Arab identity.*
- 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..*
- Mazen, J. *A study on the perceptions of ESL adjuncts' professional identity, motivation, and job satisfaction at two private universities in Lebanon.*
- Nabi, R. *Investigating the effectiveness of using L1 Arabic in a Saudi Arabian EFL classroom.*
- Paterson, A. *Cross-cultural understandings of professional standards in transnational education.*

Doctoral theses supervised to completion

PhD - first supervisor

- Alrashid, H. (2019). *An investigation of students' perceptions of academic reading difficulties and their association with English language proficiency.*
- Sperrazza, L. (2019). *The narrative identity construction of three multilingual students at an America-style university in the UAE: An examination of motivational, ideological, attitudinal, and sociocultural factors that impact writer identity in academic English.*

- Al-Hinai, I. (2018). *The perceptions and practices of post-foundation students' technical writing at the colleges of technology in Oman.*
- 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.*

PhD - second supervisor

- Al-Shabibi, Y. (2019). *Teachers' roles in a collaborative online environment.*
- Brenchley, M. (2015). *The developing relationship between spoken and written syntax in an English secondary school.*

EdD - first supervisor

- Moorhouse, B. (2019). *Experiences, perceptions and practices of student-teachers towards homework in the EFL classroom in Hong Kong.*
- Henning, D. (2019). *Hyperpolyglots and self-regulation in second language learning.*
- Aldosary, E. (2018). *Using interactive whiteboards to teach vocabulary to primary children.*
- 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.*
- 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). *International 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.*

EdD - second supervisor

- Ahmed, R. (2019). *Metacognitive reading strategy awareness of undergraduate Omani EFL students studying engineering and accountancy.*

- Bish, D. (2018). *Increasing the potential of ICT in language learning: A model of classroom integration of CALL through a micro-blended approach.*
- Assalahi, H. (2016). *An inquiry into TESOL teachers' perspectives on professional development in the workplace at a university in Saudi Arabia.*
- 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*
- Sharkey, G. (2014). *An exercise in how experienced expatriate EFL teachers use their practical wisdom to problematise Saudi Arabian ELC syllabi.*