

# Philip Durrant

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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 <sup>st</sup> 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

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

## Grants and Scholarships

### External funding

2021-2025	<i>MULTIWRITE – Interactions between first, second and third languages</i> Co-Investigator Research Council of Norway	NOK15,913,000 (approx.£1.3m)
2021-2024	<i>The learnability of 41,973 English formulaic expressions: A predictive model and a normative database.</i> Co-Investigator Hong Kong Research Grants Council	HK\$966,274 (approx.£92,000)
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 (approx. £6,500)
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 (2021). *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.
- McCallum, L. & P. Durrant (in preparation). *Collocation and writing quality*. Cambridge University Press.

### Journal Articles

- H. Cangir & P. Durrant (2021). Cross-linguistic collocational networks in the L1 Turkish - L2 English mental lexicon. *Lingua*.
- 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. Cangır, 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-Aydınlı (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**

- M. Jones. & P. Durrant (forthcoming). What can a corpus tell us about vocabulary teaching materials? In M. McCarthy and A.O'Keefe (Eds.) *The Routledge Handbook of Corpus Linguistics* (2<sup>nd</sup> Edition). Routledge.
- P. Durrant & M. Brenchley (2021). 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 (2021). 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 (2020). Analyzing co-occurrence data. In M. Paquot & S. Gries (Eds). *A practical handbook of corpus linguistics*. Springer.
- 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.
- M. Jones. & P. Durrant (2010). What can a corpus tell us about vocabulary teaching materials? In M. McCarthy and A.O'Keefe (Eds.) *The Routledge Handbook of Corpus Linguistics*. Routledge/

### **Other publications**

- P. Durrant (forthcoming). Agnieszka Leńko-Szymańska. 'Defining and assessing lexical proficiency'. *International Journal of Learner Corpus Research*.
- 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 practitioner workshop showcasing pedagogically relevant findings and resources from ESRC-funded project, reviewed in the National Association of Advisors of English blog (2019).
- Findings from ESRC-funded project covered by articles in *FE News*; *Florida News Times*; *Gibraltar Chronicle*; *Independent Education Today*; *London News Today*; *Phys.org*; *The Sun*; *Times Educational Supplement* (2019-21).
- Keynote speaker 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*

- Theses supervised to completion (University of Exeter): 8 x PhD; 27 x EdD (see pp.8-10 for details of completed and ongoing supervision).
- Internal examination of theses (University of Exeter): 11 x PhD; 13 x EdD
- External examination of theses: 10 x PhD (see p.5, 'External Examining', for details)

#### *Teaching*

##### University of Exeter

- EdD module: *TESOL Classroom and Pedagogy* (2011-2020)
- Research 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*

Dissertations supervised to completion: 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 (2011-present)

Developed/taught the following modules:

- *Corpus Linguistics for TESOL*
- *Researching and Teaching English for Academic Purposes*
- *Preparing for Educational Research*
- *Language Awareness for TESOL*
- *Developing an Appropriate Language Teaching Methodology*
- *Principles and Practices of Curriculum Development and Syllabus Design*
- *Developing Materials for TESOL*
- *Teaching English for Specific Purpose*

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

Developed/taught the following modules:

- *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*

### **EFL/EAP teaching**

Durham University, Language Centre (2005-2008)

Pre-sessional programmes teacher/co-ordinator.

Bilkent University, School of English Language (2001-04)

Developed/taught the following modules:

- *English for Philosophy of Political Science*
- *English for Philosophy of Education*
- *First Year Composition*
- *Foundation Year Academic English*

Kent English, Ankara (1998-2000)

Teacher of English as a Foreign Language

## **External examining**

- PhD theses:
  - UK: 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 York, Dep. Of Education
  - Australia: University of Queensland, School of Education; University of Southern Queensland, Faculty of Education
  - Norway: University of Agder, Faculty of Humanities and Education
- MRes thesis: University of Birmingham, Dept. of English Language and Linguistics.
- MPhil thesis: University of Nottingham, School of English.

- 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).
- ESRC Strategy Group member, College of Social Sciences and International Studies (2017-present).
- Senior Tutor, Graduate School of Education (2018-2019).
- Language and Education research network convener (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/Service to the academic community

### *Conference keynotes*

- What can quantitative corpus linguistics tell us about written vocabulary development? *BAAL Vocab SIG Annual Conference*. University of Sheffield, UK, May 2021.
- 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*

- Researching writing development with a corpus. Universidad de Murcia, Spain. October 2021.

- What can quantitative corpus methods tell us about writing proficiency? Lancaster Language Testing Research Group. Lancaster University. June 2021.
- Researching vocabulary sophistication in children's writing. Department of Languages and Literatures. University of Basel, Switzerland. May 2021.
- Studying writing development with a corpus. Department of Foreign Language Education, Middle Eastern Technical University, Turkey, January 2021.
- 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, Ireland, 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)
  - International Journal of Learner Corpus Research (2021-present)
- Peer reviewer: *Annual Review of Applied Linguistics; Applied Corpus 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
  - Co-organiser: Formulaic Language Research Network conference (Nottingham, 2008)
  - Programme Committee Member: International Symposium on Applied Linguistics Research (Riyadh, 2020); International Corpus Linguistic Conference (Cardiff, 2019); 5<sup>th</sup>

*Other invited roles*

- 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**

### ***Theses supervised to completion***

*PhD - first supervisor*

- Yan, Y. (2021). *Understanding and promoting L2 socio-pragmatic conceptual development within the framework of dynamic assessment in Chinese learners of EFL*
- 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*

- Ismail, F. (2021). *Assessors' assessment awareness and their beliefs regarding sound assessment practices.*
- McCallum, L. (2021). *The role of restricted collocations and learner and course variables in determining writing quality in assignments from a first year composition programme.*
- 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.*
- Assalahi, H. (2016). *An inquiry into TESOL teachers' perspectives on professional development in the workplace at a university in Saudi Arabia.*
- 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*
- Sharkey, G. (2014). *An exercise in how experienced expatriate EFL teachers use their practical wisdom to problematise Saudi Arabian ELC syllabi.*

#### **Ongoing supervision**

##### *PhD - first supervisor*

- Alkahtani, A. *Saudi EFL learners' perceptions of vocabulary knowledge.*
- Alsalah, A. *An Investigation into Vocabulary Learning, Vocabulary Learning Strategies and Mind Mapping Use among Saudi Tertiary EFL Students.*
- 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.*
- Kim, S. *A genre analysis of academic texts written by Koreans.*

##### *PhD - second supervisor*

- Aljumaah, T. *The impact of Mobile Assisted Language Learning (MALL) usage on the development of the academic writing of first year university students in Saudi Arabia.*
- 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.*
- Yilmaz, 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.*
- Michell, C. *A critical discourse analysis of extremist right-wing materials: Helping educators notice the linguistic signs of right-wing radicalisation amongst students.*
- Shang, E. *Vocabulary teaching from a task-based perspective for EFL young learners in China.*

*EdD - 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.*
- Leonard, J. *(Re)-shaping and (Re)-imagining Teacher Selves: An analysis of 'becoming' an 'international' teachers of English.*
- 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.*