

Philip Durrant
Associate Professor, School of Education,
Faculty of Humanities, Arts and Social Sciences
University of Exeter
email: p.l.durrant@exeter.ac.uk
personal website: www.phildurrant.net

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, School of Education (Exeter, UK)	
Associate Professor in Language Education	01/2020 - Present
Senior Lecturer in Language Education	07/2015 - 01/2020
Lecturer in Language Education	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

- 2021-2025 *MULTIWRITE – Interactions between first, second and third languages*
Co-Investigator
Research Council of Norway NOK15,913,000
- 2021-2024 *The learnability of 41,973 English formulaic expressions: A predictive model and a normative database.*
Co-Investigator
Hong Kong Research Grants Council HK\$966,274
- 2015-2018 *Growth in Grammar: A multi-dimensional analysis of student writing between 5 and 16.*
Principal Investigator
Economic and Social Research Council. £317,843
- 2014-2015 *Using PTE Academic to predict achievement and measure proficiency gains in an intensive English for Academic Purposes foundation programme.*
Principal Investigator
Pearson External Research Funding. £6,525

Internal funding

- 2019-2021 Xi'an Jiaotong-Liverpool University Teaching Development Fund: *Investigating the vocabulary of academic spoken English to improve students' understanding of lectures*
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

Publications

Books (authored)

- P. Durrant (2023). *Corpus linguistics for writing development*. Routledge.
- P. Durrant, A.Siyanova-Chanturia, B.Kremmel, S.Sonbul (2022). *Research methods in vocabulary studies*. John Benjamins.
- L. McCallum & P. Durrant (2022). *Shaping writing grades: Collocation and writing context effects*. Cambridge University Press.
- P. Durrant, M. Brenchley & L. McCallum (2021). *Understanding development and proficiency in writing: quantitative corpus linguistic approaches*. Cambridge University Press.

Book Chapters

- M. Jones. & P. Durrant (2022). 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 & 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 & 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 & 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'Keeffe (Eds.) *The Routledge Handbook of Corpus Linguistics*. Routledge/.

Journal Articles

- P. Durrant. (2022). Studying children's writing development with a corpus. *Applied Corpus Linguistics*.
- P. Durrant & M. Brenchley (2022). Development of noun phrase complexity across genres in children's writing. *Applied Linguistics*.
- P. Durrant & A. Durrant (2022). *Appropriateness* as an aspect of lexical richness: what do quantitative measures tell us about children's writing? *Assessing Writing*, 51.
- H. Cangir & P. Durrant (2021). Cross-linguistic collocational networks in the L1 Turkish - L2 English mental lexicon. *Lingua*, 258.
- 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.
- 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 reviews

- P. Durrant (2022). Agnieszka Leńko-Szymańska. 'Defining and assessing lexical proficiency'. *International Journal of Learner Corpus Research*, 8(1).
- P. Durrant (2019). Averil Coxhead, 'Vocabulary and English for Specific Purposes Research'. *TESOL Quarterly*. DOI: 10.1002/tesq491.
- 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).

Other

- 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*.

Research Impact & Knowledge Exchange

Engaged research work

- Collaborated with English language/academic skills teachers to develop practice-oriented funded research projects:
 - Xi'an Jiaotong-Liverpool University project on the vocabulary of academic lectures in an English medium university in China (internally funded: 2019-present)
 - South Florida University project on the relationship between vocabulary use and grades in First Year English composition classes (internally funded: 2017-19)
 - INTO, University of Exeter project on English proficiency assessment (funded by Pearson: 2014-15)
- Published research in collaboration with language education practitioners at Cambridge Assessment, INTO, and the Universities of Ankara, Coventry, Nottingham, South Florida, and Umm Al-Qura.

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).
- Resources based on ESRC-funded project used by teachers and teacher trainers, such as *TeachFirst*; *Open University*; *The Confident Teacher*
- 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).

Education

Doctoral training

Developed and taught:

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

Master's

University of Exeter, School of Education (2011-present)

Developed/taught on the following modules:

- *Corpus Linguistics for TESOL* (developed new module)
- *Researching and Teaching English for Academic Purposes* (developed new module)
- *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, School of Education (2009-11)

Developed/taught the following modules:

- *Corpora in Applied Linguistics and Language Teaching* (developed new module)
- *Researching and Teaching English for Academic Purposes* (developed new module)
- *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*

English as a Foreign Language/English for Academic Purposes 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* (UG)
- *English for Philosophy of Education* (PG)
- *First Year Composition* (UG)
- *Foundation Year Academic English* (pre-UG)

Kent English, Ankara (1998-2000)

Teacher of English as a Foreign Language

External examining

External examining of PhD theses

- | | |
|---|----------------|
| • University of Birmingham | December 2022 |
| • British University in Dubai | September 2022 |
| • Mary Immaculate College, University of Limerick | July 2022 |
| • University of Leicester | March 2022 |
| • University of York | August 2021 |
| • University of Birmingham | December 2020 |
| • University of Nottingham | March 2020 |
| • University of Agder | January 2020 |
| • Lancaster University | July 2019 |
| • University of Leeds | November 2018 |
| • University of Birmingham | March 2017 |
| • University of Birmingham | November 2017 |
| • University of Southern Queensland | September 2016 |
| • University of Queensland | April 2016 |

External examining of other research degrees

- University of Birmingham (MRes)
- University of Nottingham (MPhil)

December 2015

November 2015

External review of taught programme

- BA in Applied English Studies, Xi'an Jiaotong-Liverpool University (China), Department of Languages and Culture.

November 2012

Postgraduate Research Supervision.

Postdoctoral research fellows

- Brenchley, M. (2015-19). ESRC funded project: *Growth in Grammar*.

Doctoral theses supervised to completion (with completion dates)

PhD - first supervisor

- Alsalah, A. (2022). *An Investigation into Vocabulary Learning, Vocabulary Learning Strategies and Mind Mapping Use among Saudi Tertiary EFL Students*.
- 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

- Burrows, C. (2022). *Communication strategy use by Japanese EFL students*.
- Shang, E. (2022). *Vocabulary teaching from a task-based perspective for EFL young learners in China*.
- 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

- Paterson, A. (2022). *Cross-cultural understandings of professional standards in transnational education.*
- Kim, J. (2021) *Teacher evaluation and how it affects NESTs in a Korean EFL context at tertiary level.*
- Leonard, J. (2021). *(Re)-shaping and (Re)-imagining Teacher Selves: An analysis of 'becoming' an 'international' teachers of English.*
- Anwar, M. (2020). *(Re)construction of EFL teachers' professional identity in curriculum implementation.*
- 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 doctoral supervision

PhD - first supervisor

- Aldawood, A. *Adverbial Conjuncts in Written English: A corpus Study of Native Speakers and Non-native speakers.*
- Alkahtani, A. *Saudi EFL learners' perceptions of vocabulary knowledge.*
- 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.*
- Dinh, T. *Investigating the use of academic vocabulary by EFL learners in IELTS academic writing courses.*
- Gao, M. *An Investigation of Written Vocabulary Development in Chinese Learners of EFL*

- Hanash, R. *Exploring students' academic writing and the factors behind their use of formulaic language.*
- Jaroenchaiwat, P. *Authorial stance in English research articles in Tourism: A comparative study of international and national Thai journals.*
- Kim, S. *A longitudinal multidimensional analysis of L2 academic writing.*
- Kusaba, K. *The effects of dictionary type on the composition writing of intermediate Japanese university second language learning of English.*
- Nurjati, L. *The Implementation of Genre-based Approach in Teaching Academic Writing, Critical Thinking and Oral Presentation skills in Tertiary Education in Indonesia.*

PhD - second supervisor

- Al Khushail, H. *A Proposed Program Based on Differentiated Instruction to Address Some Problems in Reading and Writing Instruction among Primary School Students*
- 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.*
- Alosaimi, M. *How do Saudi EFL Teachers in Intermediate Schools Experience the newly developed EFL curriculum?*
- Kozluca, U. *Investigation of foreign language anxiety among Turkish tertiary students and teachers in the English preparatory programme in Turkey.*
- Lema, J. *A mixed methods exploration of the effects of including cohesion at local, global and overall levels in L2 written texts.*
- Phan, L.T.H. *The impact of learners' control of task content on their engagement and writing text quality in Elearning mode.*
- Yıldız, 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.*
- Michell, C. *A critical discourse analysis of extremist right-wing materials: Helping educators notice the linguistic signs of right-wing radicalisation amongst students.*

EdD - second supervisor

- Albebas, A. *Student-centred learning in English classrooms: the influence of a UK TESOL programme on teacher attitudes and practices of Libyan teachers*
- Constantinou, A. *An investigation of teachers' perceptions and attitudes towards formative feedback.*
- El Cheik, M. *Parents' perspectives on the impact of EMI on their children's sense of linguistic and cultural Arab identity.*
- 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.*
- Saba, J. *A Study on the Perceptions of ESL Adjuncts' Professional Identity in a Private University in Dubai.*

Completed master's supervision

- 74 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).

Leadership and management

Academic management/leadership roles

University of Exeter

- Language and Education research network convener (2014-present).
- Member of Director of Research Advisory Group (2013-present)
- Director of Doctoral Studies, School of Education (2019-2022).
- EdD Programme Director, School of Education (2019-2022).

- ESRC Strategy Group member (2017-2021).
- Senior Tutor, School of Education (2018-2019).
- Pathway Lead EdD TESOL programme, School of Education (2012-2019).
- Research Ethics Officer, 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); English for Academic Purposes In-sessional Working Group (2016); English Language Group (2022).
- 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

Honours & Awards

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

Official positions

- Treasurer, British Association for Applied Linguistics, Vocabulary Special Interest Group (2022-present)

Professional external activities

- External PhD supervisor. Department of Literature, Area Studies and European Languages. University of Oslo (2022-present).
- Grant proposal reviewer: Austrian Science Fund (2022); *Language Learning* Early Career Researcher Grant Program (2018); Croatian Science Foundation/Unity through Knowledge Fund (2017); US National Science Foundation Linguistics Program (2013).
- Selection Committee Member for Lecturer in Didactics of Language and Literature post. Serra Húnter Programme. University of Lleida, Catalonia. (2018).

Invited conference keynotes

- TBC. *16th Teaching and Language Corpora Conference*. University of Coventry, UK. July 2024
- 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

- Understanding the roles of grammar in first, second, and foreign language teaching. UKRI symposium: *Meeting Future Challenges in Language Teaching and Testing*. Seoul, South Korea. July 2023.
- Researching children's writing development. UKRI symposium: *Meeting Future Challenges in Language Teaching and Testing*. Coventry University. July 2022.
- Development of academic vocabulary. *Lancaster Summer School in Corpus Linguistics*, Guest Lecture. Lancaster University. June 2022.
- 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; Canadian Journal of Applied Linguistics; Corpus Linguistics and Linguistic Theory; Dutch Journal of Applied Linguistics; Educational Research and Reviews; European Journal of Applied Linguistics; 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; Pedagogical Linguistics; Reading & Writing; Research in Corpus Linguistics; 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.
- BAAL Vocab SIG Treasurer (2022-present)
- Conference organisation
 - Organiser:
 - BAAL Vocab SIG Conference (Exeter, 2022);
 - Formulaic Language Research Network conference (Nottingham, 2008)
 - Programme Committee Member:
 - American Association for Applied Linguistics Conference (2018; 2022; 2023);
 - International Symposium on Applied Linguistics Research (Riyadh, 2020);
 - International Corpus Linguistic Conference (Cardiff, 2019);
 - Learner Corpus Conference (Warsaw, 2019; Padua 2022).