

Sophia Skoufaki

Education

- PhD** University of Cambridge, Applied Linguistics, 2006
Thesis title: *Investigating L2 idiom instruction methods* (Pass with minor corrections)
- MPhil** University of Cambridge, Applied Linguistics, 2000
(Grade average: 67%; highest possible grade average is 75%)
- BA** National and Kapodistrian University of Athens, Greece, English Studies, 1999
(Grade average: 8.63/10, the equivalent of a 'First')

Employment

Associate Supervisor

Department of Language and Linguistics, University of Essex / July 2020-Present

External Assessor

MA Applied Linguistics, University of Canterbury Christ Church / 2021

Lecturer in Applied Linguistics

Department of Language and Linguistics, University of Essex / Nov 2010-June 2020

Associate Lecturer

Faculty of Arts and Social Sciences, The Open University / Sept 2010-July 2012

Postdoctoral Research Fellow

Graduate Institute of Linguistics, National Taiwan University / Sept 2008-June 2010

Lecturer in Linguistics

Department of Languages and International Studies, University of Greenwich / Sept 2007-Aug 2008

Associate Lecturer

Faculty of Wellbeing, Education and Language Studies, The Open University / Jan 2007-Oct 2007

Visiting Lecturer

Department of Languages and International Studies, University of Greenwich / Oct 2006-June 2007

Associate Lecturer at a residential school

Faculty of Arts and Social Sciences, The Open University / 21-27 July 2007, 29 July-4 Aug 2006

English as a Foreign Language teacher

Studio Cambridge, Cambridge, UK / Sept 2006-Mar 2007

Language Specialist

ASSET languages (a former daughter company of Cambridge ESOL) / Nov 2005-May 2006

Tutor of undergraduate students

Linguistics Department, University of Cambridge / Oct 2004-May 2005

English as a Foreign Language teacher

Three Polytechnic Schools, Athens, Greece / Oct 2000-July 2001

MAST, a language school, Athens, Greece / Oct 2000-June 2001

Research interests

Second language vocabulary learning and teaching; English for Academic Purposes; figurative language learning and processing; vocabulary testing; the assessment of coherence in writing; experimental research methods; corpus linguistics; mixed-methods research

Research funding and awards

Internal funding (Education Strategy Fund) of the project ‘Validating a vocabulary test for use in pre-sessional and in-sessional English for Academic Purposes courses’ (2017)

Internal funding (Undergraduate Research Opportunities) of research assistant salary for these projects: ‘Detecting coherence errors in EFL writing’ (2015), ‘Detecting polysemous words and their senses’ (2016), ‘Acquisition and use of English polysemous academic words by international students during a pre-sessional course’ (2016), ‘Acquisition of English polysemous academic words by Chinese learners of English’ (2016-2017)

Funding of my Post-doctoral Research Associate post in the Graduate Institute of Linguistics at National Taiwan University by the Taiwanese government-funded scheme ‘Top 100’. This scheme supported research at National Taiwan University so that the University would gain a place among the top 100 universities in the world, a goal National Taiwan University has achieved in the meantime. (2008-2010)

Fee- and accommodation-covering student award (one of two) for my talk at the British Association of Applied Linguistics/Cambridge University Press Language Learning and Teaching SIG Inaugural Seminar, University of York (2005)

Airplane travel and accommodation-covering funding to give my presentation ‘Verbal reports as a means to identify strategies of idiom-meaning guessing’ at the Experimental Methods in Cognitive Linguistics (EMCL) Workshop, Cornell University (2003)

Funding of my PhD research:

Isaac Newton Trust European Research Studentship; Cambridge European Trust Scholarship; Clare Hall Bursary; Research Centre for English and Applied Linguistics Bursary (2001-2005)

Allen, Meek and Read Scholarship (2001-2002)

Funding of my MPhil research: Cambridge European Trust Bursary (1999-2000)

Greek National Scholarships Foundation Award for achieving the highest grade average in my BA programme in the academic year 1996-1997 (1998)

Publications

Journal articles

- Skoufaki, S.** & Petrić, B. (2021). Exploring polysemy in the Academic Vocabulary List: A lexicographic approach. *Journal of English for Academic Purposes* 54. 101038. <https://doi.org/10.1016/j.jeap.2021.101038>
- Skoufaki, S.** & Petrić, B. (2021). Academic vocabulary in an EAP course: Opportunities for incidental learning from printed teaching materials developed in-house. *English for Specific Purposes* 63, 71-85. <https://doi.org/10.1016/j.esp.2021.03.002>
- Skoufaki, S.** (2020). Rhetorical Structure Theory and coherence break identification. *Text & Talk* 40(1), 99-124. <https://doi.org/10.1515/text-2019-2050>
- Perez Urdaniz, R. & **Skoufaki, S.** (2019). Spanish-L1 EFL learners' recognition knowledge of English academic vocabulary: the role of cognateness, word frequency and length. *Applied Linguistics Review*. Advance online publication <https://doi.org/10.1515/applirev-2018-0109>
- Skoufaki, S.** (2009). An exploratory application of Rhetorical Structure Theory to detect coherence errors in L2 English writing: possible implications for Automated Writing Evaluation software. *International Journal of Computational Linguistics and Chinese Language Processing* 14(2), 181-203. <https://www.aclweb.org/anthology/O09-4003.pdf>
- Skoufaki, S.** (2008). Investigating the Source of Idiom Transparency Intuitions. *Metaphor and Symbol* 24(1), 20-41. <https://doi.org/10.1080/10926480802568448>

Edited volume

- Hall, D., Markopoulos, T., Salamoura, A., & **Skoufaki, S.** (Eds.) (2003). *CamLing 2003: Proceedings of the University of Cambridge First Postgraduate Conference in Language Research, 26 April 2003*. Cambridge: Cambridge Institute of Language Research.

Book chapters

- Skoufaki, S.** (2021). English academic vocabulary teaching and learning. In H. Mohebbi & C. Coombe (Eds.), *Research questions in Language Education and Applied Linguistics: A Reference Guide* (pp.45-49). New York: Springer.
- Skoufaki, S.** (2021). Guessing at the meaning of unknown L2 idioms: Applied Cognitive Linguistic perspectives. In I. Galantomos (Ed.), *L2 Figurative Language Teaching: Theory and Practice* (pp.166-180). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Skoufaki, S.** & Petrić, B. (2021). Academic vocabulary in an English for Academic Purposes course. In Botinis, A. (Ed.), *ExLing 2020. Proceedings of the 11th International Conference of Experimental Linguistics, Athens, Greece, 12-14 October 2020* (pp. 193-196). Athens: ExLing Society.
- Skoufaki, S.** (2013). Devising a discourse error tagging system for an English learner corpus. In D. Wible & M. Y. Li (Eds.), *Second Language Reading and Writing: Investigations into Chinese and English* (pp. 66-93). Taoyuan: National Central University Press.
- Cheung, H., Chung, S.F., & **Skoufaki, S.** (2010). Indexing second language vocabulary in the Intermediate GEPT. In *Proceedings of the Twelfth Academic Forum on English Language Testing in Asia (Language Testing in Asia: Continuity, Innovation and Synergy), March, 5-6, 2010* (pp.118-136). Taipei: Language Training and Testing Center.
- Huang, C.-R., Cheng, W., Cheung, H., Harada, Y., Hong, H., **Skoufaki, S.**, & Chen, H. K. Y. (2010). English Learner Corpus: Global Perspectives with an Asian Focus. In T.-E. Kao & Y. Lin (Eds.), *A New Look at Language Teaching and Testing: English as Subject and Vehicle* (pp. 85-117). Taipei: Language Training and Testing Center.

- Skoufaki, S.** (2009). Formulaic language and pauses in the speech of Taiwanese learners of English. In *Proceedings of the 2009 International Conference on Applied Linguistics and Language Teaching* (pp.190-202). Taipei: Crane.
- Skoufaki, S.** (2008). Conceptual metaphoric meaning clues in two L2 idiom presentation methods. In F. Boers & S. Lindstromberg (Eds.), *Cognitive linguistic approaches to teaching vocabulary and phraseology* (pp.101-132). Berlin: Mouton de Gruyter.
- Skoufaki, S.** (2005). Use of conceptual metaphors: A strategy for the guessing of an idiom's meaning? In M. Mattheoudakis & A. Psaltou-Joycey (Eds.), *Selected Papers on Theoretical and Applied Linguistics from the 16th International Symposium, April 11-13, 2003* (pp. 542-556). Thessaloniki: Aristotle University of Thessaloniki.
- Skoufaki, S.** (2003). Determinants of idiom-transparency intuitions. In D. Hall, T. Markopoulos, A. Salamoura, & S. Skoufaki (Eds.), *CamLing 2003: Proceedings of the University of Cambridge First Postgraduate Conference in Language Research, 26 April 2003* (pp. 253-259). Cambridge: Cambridge Institute of Language Research.

Book reviews

- Skoufaki, S.** (2017). Review of *Academic Vocabulary in Learner Writing: From Extraction to Analysis*. by Magali Paquot. NY/London: Continuum, 2010. *Journal of English for Academic Purposes* 30(1), 96-97.
- Skoufaki, S.** (2007). Book notice of *The Extent of the Literal: Metaphor, Polysemy and Theories of Concepts*. by Marina Rakova. NY: Palgrave Macmillan, 2003. *Language* 83(1), 227-8.

Invited talks

- Skoufaki, S.** (2021). Recent advances in English academic vocabulary research. University of Thessaly, Greece, 15 December 2021.
- Skoufaki, S.** (2019). Let's talk business! Looking into the meaning senses of English academic words in Business journal articles. University of Central Lancashire, 30 October 2019.
- Skoufaki, S.** (2009). Guessing at the meaning of unknown L2 idioms: applied cognitive linguistic perspectives. National Chengchi University, Taipei, 30 October 2009.
- Skoufaki, S.** (2009) Coherence errors in an English learner corpus. Language Training and Testing Center, Taipei, 24 June 2009.
- Skoufaki, S.** (2009). Formulaic language and pauses in the speech of Taiwanese learners of English. Language Training and Testing Center, Taipei, 24 June 2009.
- Skoufaki, S.** (2007). Assessing idiom-instruction proposals: Should L2 idioms be presented in metaphoric or semantic/functional groups? University of Greenwich, 7 February 2007.
- Skoufaki, S.** (2006). Experimental testing of some Cognitive Linguistic claims about L2-idiom instruction. University of Essex, 8 May 2006.
- Skoufaki, S.** (2006). Teaching idioms in a second language: Putting theoretical proposals to the test. University of Cambridge, 2 May 2006.
- Skoufaki, S.** (2005). Approaches to L2 idiom instruction. University of Greenwich, 9 November 2005.

Conference presentations

- Skoufaki, S., Petrić, B., Jablonkai, R.R. & Curry, N.** (2021). Investigating the role of linguistic knowledge in the test-taking strategies used in a test of polysemous academic words. Linguistics and Knowledge about Language in Education (LKALE) British Association for Applied Linguistics (BAAL) Special Interest Group (SIG) 2021 event. Online, University of Glasgow, 7-8 May 2021.

- Skoufaki, S.** & Petrić, B. (2020). Academic vocabulary in an English for Academic Purposes course. 11th International Conference of Experimental Linguistics (ExLing 2020), Athens, Greece, 12-14 October 2020.
- Skoufaki, S.**, Petrić, B. & Demetriou, L. (2019). Delineating polysemy in English academic vocabulary: a lexicographic and corpus analysis. Conference on Corpus Analysis in Academic Discourse 2019, Castelló de la Plana, Spain, 14-15 November 2019.
- Skoufaki, S.** & Petrić, B. (2019). Examining polysemy in English academic vocabulary. British Association for Applied Linguistics (BAAL) 2019 conference, Manchester, 29-30 August 2019.
- Skoufaki, S.** & Petrić, B. (2019) Investigating pre-sessional EAP students' exposure to polysemous academic words. BAAL Language Learning and Teaching SIG conference. Bath, 28-29 June 2019.
- Skoufaki, S.**, Petrić, B., & Chatsiou, K. (2018). Polysemous academic English vocabulary in an English for Academic Purposes pre-sessional course. Exploring Language Education: Global and Local Perspectives conference. Stockholm, 18-20 June 2018.
- Skoufaki, S.**, Petrić, B., & Chatsiou, K. (2017). British students' knowledge of polysemous academic English vocabulary. British Association for Applied Linguistics (BAAL) Vocabulary Studies Special Interest Group (SIG) conference, Reading, 3-4 July 2017.
- Skoufaki, S.** & Petrić, B. (2017). An examination of British students' knowledge of polysemous academic English vocabulary. 'Innovations in English for Academic Purposes (EAP) assessment' BAAL Testing, Evaluation and Assessment SIG 2017 conference, Northampton, 31 March 2017.
- Skoufaki, S.** (2016). Delineating the subjectivity of coherence-error intuitions: an application of Rhetorical Structure Theory to identify coherence errors in an English learner corpus. IWoDA'16 Fourth International Workshop on Discourse Analysis, Santiago de Compostella, 29-30 September 2016.
- Skoufaki, S.** (2014). Comprehension of metaphoric themes during reading by native English speakers. European Summer School on Eye Movements (ESSEM) 2014, Freiburg, Germany, 8-13 September 2014.
- Skoufaki, S.** (2011). Low-intermediate EFL writing assessment: Does a varied vocabulary lead to higher scores? Learners and Networks: the 21st VARG conference in honour of Paul Meara. Swansea University, 16-18 March 2011.
- Cheung, H., Chung, S.F. & **Skoufaki, S.** (2010). Indexing second language vocabulary in the Intermediate GEPT. The Twelfth Academic Forum on English Language Testing in Asia, Language Training and Testing Center, Taiwan, 5-6 March 2010.
- Skoufaki, S.** (2009). Devising a discourse error tagging system for an English learner corpus. The 4th Chinese/English as a Second Language Conference on Reading and Writing Instruction, National Central University, Taiwan. 15-16 May 2009.
- Skoufaki, S.** (2009). Formulaic language and pauses in the speech of Taiwanese learners of English. The 2009 International Conference on Applied Linguistics and Language Teaching, National Taiwan University of Science and Technology, Taiwan. 15-16 April 2009.
- Skoufaki, S.** (2007). Reassessing the effectiveness of L2 idiom presentation in metaphoric groups. The Second UK-Cognitive Linguistics Conference, University of Cardiff. 27-30 August 2007.
- Skoufaki, S.** (2005). Cognitive Linguistics and L2 idiom instruction. The 1st International Conference on Post-Cognitivist Psychology, University of Strathclyde. 4-6 July 2005.
- Skoufaki, S.** (2005). Putting idiom instruction proposals to the test. The BAAL/CUP Language Learning and Teaching SIG Inaugural Seminar, University of York. 12-13 April 2005.
- Skoufaki, S.** (2003). Conceptual metaphors and guessing at an idiom's meaning in L2. The Researching and Applying Metaphor 5 conference, Université Paris 13. 17-19 September 2003.
- Skoufaki, S.** (2003). The role of Conceptual Metaphors in the guessing of an idiom's meaning. The 8th International Cognitive Linguistics Conference, University of Logroño, Spain. 20-25 July 2003.
- Skoufaki, S.** (2003). Verbal reports as a means to identify strategies of idiom-meaning guessing. The Experimental Methods in Cognitive Linguistics (EMCL) Workshop, Cornell University, USA. 2-4 May 2003.

- Skoufaki, S.** (2003). Determinants of idiom-transparency intuitions. The University of Cambridge First Postgraduate Conference in Language Research. 26 April 2003.
- Skoufaki, S.** (2003). The source of idiom-transparency intuitions. The Linguistic Association of Great Britain Spring meeting, University of Sheffield. 14-16 April 2003.
- Skoufaki, S.** (2003). Use of Conceptual Metaphors: A strategy for the guessing of an idiom's meaning? The 16th International Symposium of Theoretical and Applied Linguistics, University of Thessaloniki, Greece. 11-13 April 2003.

Outreach

- Skoufaki, S.** (2020). Why students need to learn academic words. Blogpost at *The Conversation*.
<https://theconversation.com/why-students-need-to-learn-academic-words-147628>
- Skoufaki, S.** (2020). How well can a theory of coherence predict coherence errors in writing? OASIS summary of Skoufaki, S. (2020) Rhetorical Structure Theory and coherence break identification. *Text & Talk*, 40(1), 99-124. Available at
<https://oasis-database.org/concern/summaries/7m01bk93v?locale=en>
- Skoufaki, S.** (2020). How do word characteristics affect Spanish native speakers' ability to recognize English academic words? OASIS summary of Perez Urdaniz, R. & Skoufaki, S. (2019). Spanish-L1 EFL learners' recognition knowledge of English academic vocabulary: the role of cognateness, word frequency and length. *Applied Linguistics Review* Advance online publication. Available at
<https://oasis-database.org/concern/summaries/tm70mv27g?locale=en>
- Skoufaki, S.** (2020). Examining the potential that a theory of coherence has for the identification of coherence errors. Kudos summary of Skoufaki, S. (2020). Rhetorical Structure Theory and coherence break identification. *Text & Talk*, 40(1), 99-124. Available at
<https://www.growkudos.com/publications/10.1515%25252Ftext-2019-2050/reader>
- Skoufaki, S.** (2020). The role of lexical characteristics in Spanish EFL learners' recognition of English academic words. Kudos summary of Perez Urdaniz, R. & Skoufaki, S. (2019). Spanish-L1 EFL learners' recognition knowledge of English academic vocabulary: the role of cognateness, word frequency and length. *Applied Linguistics Review* Advance online publication. Available at
<https://www.growkudos.com/publications/10.1515%25252Fapplirev-2018-0109/reader>
- Skoufaki, S.** & Nikolov, M. (2020). RiPL Summary of Nikolov, M. (2016) in M. Nikolov (Ed.) Assessing young learners of English: Global and local perspectives. Available at
<https://ripl.uk/nikolov-m-2016/>
- Skoufaki, S.** (2018). What are cognates? And what good are they for bilinguals? Festival of Social Science, Colchester, 3 November 2018.

PhD supervision

Tomohisa Hirano / Jan 2020-Present

'Vocabulary in secondary-school textbooks in Japan and Taiwan: a comparative study'

Lizeta Demetriou / 2016-2020

'Polysemous English phrasal verbs: EFL textbook distribution, students' receptive and productive knowledge and teachers' beliefs in the Greek Cypriot context'

Ahmad Al Fotais / 2015-2019

'Investigating the Effect of Spaced Versus Massed Practice on Vocabulary Retention in the EFL Classroom'

Chinedu Januarius Osuji / 2014-2017

‘Cognitive and Metacognitive Strategy Use in First and Second Language Reading Comprehension’

Manal Saleh M. Algam / 2014-2015

‘Teacher Ratings of essays written by students of English as a Second Language: A Qualitative Study of Criteria and Process’ (PhD supervisor cover)

Zainab Ali / 2012-2014

‘The processing of multi-word expressions by native Arab second-language speakers of English’ (Secondary supervisor; Primary supervisor: Claudia Felser)

Afnan Saleh Farooqui / 2011-2016

‘A Corpus-Based Study of Academic-Collocation Use and Patterns in Postgraduate Computer Science Students’ Writing’ (Primary supervisor; Co-supervisor: Nigel Harwood)

Curriculum development and teaching

University of Essex

‘Theory and practice in ELT’	Co-teacher in a compulsory module for second-year undergraduate students that indicates practical ways in which ELT teaching can make the most of pedagogical recommendations stemming from ELT and Applied Linguistics research (2020)
‘Understanding data in Linguistics’	Co-teacher in an introduction to research methods for first-year undergraduate students (2020)
‘Language Expert 1’	Co-teacher in a compulsory module that introduces first-year undergraduate students of Modern Languages to linguistic research (2019)
‘Professional development for research students’	Director and co-teacher of a research methods and professional skills module for PhD students (2018-2020)
‘Research Methods I’	Director and co-teacher of an introduction to research methods; module geared mainly towards MA Applied Linguistics/TESOL students (2015-2020)
‘Research Methods II’	Director and co-teacher of an introduction to doing statistics with SPSS and qualitative data coding; module geared mainly towards MA Applied Linguistics/TESOL students (2015-2020)
‘Second language vocabulary: learning, teaching and use’	Director and teacher of an introduction to vocabulary studies for MA Applied Linguistics/TESOL students (2011-2020)
‘Exploring second language vocabulary instruction’	Director and teacher of an introduction to vocabulary studies for final-year undergraduate students (2011-2020)
‘Introduction to TEFL I’	Co-teacher (session on vocabulary studies) (2012-2018)

‘Introduction to TEFL II’	Co-teacher (sessions on learning strategies and styles, language testing) (2013-2019)
‘Introduction to quantitative research methods’	Director and teacher (2012-2014)
‘Introduction to statistics for Applied Linguistics’	Director and teacher (2012-2014)
‘Communicative language testing’	Director and teacher of an introduction to communicative language testing for MA TESOL/Applied Linguistics students (2012-2013)
‘Language testing’	Director and teacher of an introduction to language testing for final-year undergraduate students (2011-2012)
‘Corpora in ELT’	Co-teacher (sessions on AntConc) (2011-2013)

The Open University

‘Discovering Psychology’	Associate Lecturer in an introduction to Psychology (2010-2012)
‘The Art of English’	Associate Lecturer in a module on the meaning of language creativity (2007)
‘Social science in action: Investigating the Information society’	Associate Lecturer in an introduction to research methods for social-science undergraduate students at a Residential School (2006, 2007)

University of Greenwich

‘Second Language acquisition’	Director and teacher of an introduction to second language acquisition to MA Second Language Acquisition students (2007-8)
‘Foundations of Sound and Meaning’	Teacher (2007) and director and teacher (2008) of an introduction to phonetics, phonology, semantics and pragmatics for first-year undergraduate students
‘Language, Mind and Psychology’	Director and teacher of an introduction to Psycholinguistics for final-year undergraduate students (2006-2008)

BA programme development and directorship

Proposed, designed and created the ‘BA English language with Media communication’ at the University of Essex. It is an interdisciplinary BA programme which gives students the opportunity not only to learn about the English language but also to examine how it is used in media communication across contexts (e.g., literature, politics, business). The programme gained QAA accreditation in May 2018 and has been recruiting students ever since.

- Director of BA English language with Media communication (2018-2020)
- Director of BA English language and History, BA English language and Literature, BA English language and Sociology (2011-2020)

Administration

- Consortium for the Humanities and the Arts South-east England (CHASE) Departmental Lead (2019-2020)
- Management team member of the Centre for research in Language Development across the Lifespan (LaDeLi) (2019-2020)
- Member of the Athena SWAN team (2019-2020)
- Deputy Director of Education (2019, research-leave cover)
- Assistant Director of Research Students (2018-2020)
- Co-director of the English Language Teaching research group (2015-2020)
- Director of Research Students (Autumn 2019, research-leave cover)
- Undergraduate Admissions Coordinator (2014-2018)
- Assistant Undergraduate Admissions Coordinator (2011-2014)
- Disability Liaison Officer (2011- 2014)

Esteem indicators

- Editorial Board member of *Frontiers in Education* and *Frontiers in Psychology*
- External Assessor for MA Applied Linguistics, University of Canterbury Christ Church / 2021
- Member of the Scientific Committee of the International Conference on Second Language Studies / 2019
- Member of the Scientific Committee of the Third English for Specific Purposes Conference / 2019
- Reviewer for the Shota Rustaveli National Science Foundation, Georgia / 2012-2015

Languages

English (fluent)

French (advanced – certificate: Diplôme Approfondi De Langue Française)

Greek (native)

Italian (intermediate)

Mandarin Chinese (beginner)

Computing

- Communication with students: FirstClass, Moodle, Zoom
- Corpus information retrieval: AntConc, ConcGram, MATLAB
- Corpus tagging: ELAN, NVivo, RST Annotation Tool
- Data analysis: R, SPSS, Excel
- Psycholinguistic experiments: DMDX, SuperLab
- Speech analysis: Praat

- Survey design and administration: Amazon Mechanical Turk, Qualtrics, SurveyMonkey
- Test validation: Winsteps

Professional Service

- Reviewer for the Language at the University of Essex Postgraduate (LangUE) conference, University of Essex / 2016, 2019
- Reviewer for the Fourth Postgraduate Conference in Language Research, University of Cambridge (CamLing 2006) / 2006
- Reviewer for Gonzalez-Marquez, M. Mittelberg, I., Coulson, S., Spivey, M.J. (eds) (2007) *Methods in Cognitive Linguistics*. John Benjamins. / 2004
- Ad-hoc reviewer for the journals *AILA Review*, *Annual Review of Cognitive Linguistics*, *Applied Linguistics*, *English for Specific Purposes*, *English Teaching and Learning*, *Journal of English for Academic Purposes*, *Journal of English-medium instruction*, *Journal of Psycholinguistic Research*, *Journal of Second Language Writing*, *Language Teaching Research*, *Lingua*, *Metaphor and the Social World*, *Pragmatics*, *System*.

Membership in Professional Associations

- Fellow of the Higher Education Academy
- Member of the British Association of Applied Linguistics (BAAL)
- Member of the European Association for Research on Learning and Instruction (EARLI)
- Member of the English Language Testing Society (ELTSociety)
- Member of the International ESP Teachers' Association (IESPTA)