

University Academic Curriculum Vitae

Personal information

Graham Francis Burton
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Education since leaving school

PhD Applied Linguistics, Mary Immaculate College, University of Limerick, Ireland (2019)

- **Title of thesis:** The canon of pedagogical grammar for ELT: a mixed methods study of its evolution, development and comparison with evidence on learner output
- **Supervisors:** Dr Anne O’Keeffe; Professor Michael McCarthy
- **Grade:** n/a (grades are not given for PhDs in Ireland and the UK)

MA Applied Linguistics, University of Birmingham, UK (2010)

- **Courses:** Spoken and Written Discourse; Lexis and Sociolinguistics; Corpus Linguistics; Functional Grammar; Language Teaching Methodology and Classroom Research Methods; Second Language Acquisition and Testing
- **Title of dissertation:** An investigation into the nature of and factors affecting non-native Cross Linguistic Influence in Italian L1 high-school learners of English and German
- **Grade:** Distinction

BA Linguistics and Philosophy, University of Essex, UK (2001)

- **Courses:** Introduction to Philosophy; Logic; Introduction to Linguistics; Introduction to Psychology; Foundation of Linguistics; Stylistics; Early Modern Philosophy; Twentieth Century Analytical Philosophy; Pragmatics: Discourse and Rhetoric; Relevance Theory; Applied Linguistics; Political Philosophy
- **Grade:** Upper Second Class Honours

Certificate in English Language Teaching to Adults, University of Cambridge (2000)

Present appointment

Post-doc, Free University of Bozen-Bolzano (April 2022–present)

I carry out research at the Centre for Academic Writing (CAW). So far the research has primarily related to issues of course planning and provision of other services, but has also included a sociolinguistic investigation into attitudes towards English, multilingualism and the trilingual university policy at unibz.

Achievements so far:

- devising and administrating a university-wide questionnaire and carrying out a statistical analysis of the results using SPSS
- organising and administering a focus group with student representatives on their experiences of academic writing at unibz, and their perceived needs from the CAW; transcribing and analysing the data
- developing a data-collection system now used by tutors at the CAW helpdesks, in order to record information on the types of enquiries typically received for all three languages
- analysing and updating current course provision at CAW
- identifying potential external speakers to deliver training and outreach sessions for the wider university/research community

- creating and organising writing groups for university staff, collecting data from participants on their perceptions of them
- member of scientific committee for the upcoming seminar ‘Artificial Intelligence technologies and university: ethics and implications’
- presentation of papers at the EAP Conference 2023 (University of St. Andrews, UK) and the AIA 30 Conference (University of Catania)

Professional experience

Post-doc, Free University of Bozen-Bolzano (Sep 2021–April 2022)

I carried out research into the characteristics of English spoken in South Tyrol and attitudes related to its use. Achievements:

- development of a novel data collection method for the EdiCoMC corpus, allowing consent, learner variable data, task variable data and text collection to be carried out online (using Survey Monkey)
- creation of the EdiCoMC corpus architecture on Sketch Engine
- uploading texts to the corpus and tagging metadata
- carrying out and transcribing ten interviews with members of the university community, carrying out a thematic analysis of the interviews using *Nvivo* software, and co-writing an article which was published in a *Classe A* journal
- presentation of a paper at the 6th Learner Corpus Research Conference (University of Padova)

Adjunct Professor, Free University of Bozen-Bolzano (2011–2021)

I taught on a number of courses across degree schemes at the Faculty of Education, and at the Language Centre, as follows:

- **Faculty of Education:** English II (Degree course for Social Educators), Language and Translation: English Language (KOKU), Idoneità: B2 Language and Grammar (BIWI), Phonetics and Prosody (BIWI), Didattica L3: English Language Analysis and Acquisition (BIWI), Didattica L3: Reading and Writing in the Classroom (BIWI).
I was the module coordinator for the modular course ‘English’ from 2016 to 2020.
- **Language Centre:** English B1-B2, C1.1, C1.1 for academic staff, Cambridge Advanced training

Part-time Lecturer, Mary Immaculate College, University of Limerick, Ireland (2018–2021)

I taught on the MA in Applied Linguistics (delivered online). My responsibilities were:

- course design, lectures and tutorials, and assessment for the unit ‘Introduction to Phonetics and Phonology’ as part of the module ‘Core Features of Language’
- course design, lectures and tutorials (with Dr Sarah Grech) for the optional module ‘Phonetics and Phonology’

Adjunct Professor, Humanities Department (*Dipartimento di Lettere e Filosofia*), University of Trento (Oct. 2012 – Sep. 2014)

I was ‘co-titolare’ of the course ‘Lingua Inglese I’ (60 hours, 6 CFU). I taught the following content:

- language variation
- lexicogrammar
- genre analysis

- introduction to phonetics
- introduction to English phonology
- social and regional variation in English

Teacher, Liceo Arcivescovile, Trento (Apr. 2012 – May 2013)

Preparation courses for Cambridge B2 examinations.

Teacher, Liceo Arcivescovile, Trento (Nov. 2011 – May 2012)

Preparation courses for Cambridge B2 and C1 examinations.

Teacher, Strategie d'Impresa, Trento (Mar. 2011 – May 2013)

Courses in General English and Business English.

Teacher, CLM Bell, Trento (Oct. 2007 – Jan. 2011)

Courses in English from A1–C1, preparation courses for Cambridge examinations.

Lecturer, University of Greenwich, London (Aug. 2009 – Sep. 2009)

Teaching on courses in English for Academic Purposes and research skills.
Creation of teaching materials for final testing.

Lecturer, Brunel University, London (Aug. 2008 – Sep. 2009)

Teaching on courses in English for Academic Purposes and research skills.
Teaching on ESP course for Economics students.

Freelance editor, English Language Teaching materials (Sep. 2007 – Jul. 2012)

Working with authors and in-house editors to edit and project manage various ELT titles, for major international publishers such as Pearson Education and Cambridge University Press.

Editor, English Language Teaching, Pearson Education, Harlow, UK (Oct. 2005 – Sep. 2007)

Working with authors, designers and publishers to develop, content and copy edit books and other ELT teaching resources.

Teacher, Eurognosi Neapoli, Thessaloniki, Greece (Sep. 2004 – Jul. 2005)

Teaching adults at C1 and C2 level, including preparation for CAE, CPE, IELTS and TOEFL. Level coordinator – responsible for organising academic programme and teaching at these levels.

Lecturer, University of East London (Jul. 2004 – Aug. 2004)

Teaching English for Academic Purposes to adults on a pre-session course, including preparation for IELTS, and ESP classes for students entering Engineering and IT programmes.

Freelance Consultant, Hyphen SA, Thessaloniki, Greece (Sep. 2003 – Jul. 2005)

Designing syllabuses and writing lesson support notes for a number of Hyphen member schools in Greece. Conducting lesson observations and giving feedback

to teachers inspecting schools as part of the Hyphen accreditation programme.

Teacher, Karaoglani School of English, Thessaloniki, Greece (Sep. 2003 – Jun. 2004)

Teaching young learners from A1 to C2 level, including preparation for Cambridge KET, PET, FCE, CAE and CPE examinations.

Teacher, Margaritis School of English, Preveza, Greece (Sep. 2002 – Jul. 2003)

Teaching young learners from B1 to C2 level, including preparation for Cambridge FCE, CAE and CPE.

Teacher, Malvern House International, London (Dec. 2001 – Aug. 2002)

Teaching General and Business English to adults from A1 to C1 level in mixed-nationality classes.

Teacher, CELS College, London (Sep. 2001 – Dec. 2001)

Teaching General and Business English to adults from A1 to B2 level in mixed-nationality classes.

Experience in academic teaching

Faculty of Education, Free University of Bozen-Bolzano

Academic year 2022/23

- **Academic presentation skills for PhD students** (6 hours)
L-LIN/12; level: PhD school
- **English Language Teaching-L3: Activities for young and very young learners of English with a focus on oral skills (Lab.)** (groups 1–3, 60 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question ‘Are you generally satisfied with the course taught?’): **100%**

Academic year 2021/22

- **English Language Teaching-L3: Activities for young and very young learners of English with a focus on oral skills (Lab.)** (groups 1–3, 60 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question ‘Are you generally satisfied with the course taught?’): **98%**

Academic year 2020/21

- **English II** (16 hours)
L-LIN/12; level: 3rd year laurea in Social Work
Evaluation (positive responses to question ‘Are you generally satisfied with the course taught?’): **100%**
- **Didattica L3 - Reading and writing in the classroom** (groups 1–3, 120 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)

Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **98%**

- **English Language Teaching-L3: Activities for young and very young learners of English with a focus on oral skills (Lab.)** (groups 1–3, 60 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **96%**
- **Writing for Academic Purposes I Lab** (30 hours)
L-LIN/12; level: optional course, open to students of all degree schemes
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **97%**

Academic year 2019/20

- **Writing for Academic Purposes I Lab** (30 hours)
L-LIN/12; level: optional course, open to students of all degree schemes
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **100%**
- **Didattica L3 - Reading and writing in the classroom** (groups 1–3, 120 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **90%**
- **Language and Grammar – B2** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year (IT) laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **100%**
- **Phonetics and Prosody** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **97%**
- **Phonetics and Prosody** (group 4, 40 hours)
L-LIN/12; level: 4th year laurea magistrale in Primary Education (German Section)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **85%**

Academic year 2018/19

- **Didattica L3 - Reading and writing in the classroom** (groups 1–3, 120 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **82%**
- **Language and Grammar – B2** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year (IT) laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **100%**

- **Phonetics and Prosody** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **94%**

Academic year 2017/18

- **Didattica L3 - Reading and writing in the classroom** (groups 1–3, 120 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **93%**
- **Language and Grammar – B2** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year (IT) laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **92%**
- **Phonetics and Prosody** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **91%**
- **Didattica L3: English language analysis and acquisition** (group 2, 40 hours)
L-LIN/12; level: 2nd year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **95%**

Academic year 2016/17

- **Didattica L3 - Reading and writing in the classroom** (groups 1 & 2, 80 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **71%**
- **Language and Grammar – B2** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year (IT) laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **100%**
- **Phonetics and Prosody** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **94%**
- **Didattica L3: English language analysis and acquisition** (group 2, 40 hours)
L-LIN/12; level: 2nd year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **87%**

Academic year 2015/16

- **Didattica L3 - Reading and writing in the classroom** (groups 1 & 2, 80 hours)
L-LIN/12; level: 5th year laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **100%**
- **Language and Grammar – B2** (groups 1 & 2, 80 hours)
L-LIN/12; level: 4th year (IT) laurea magistrale in Primary Education (IT/LD sections)
Evaluation (positive responses to question 'Are you generally satisfied with the course taught?'): **81%**

Department of English, Mary Immaculate College, University of Limerick, Ireland:

Academic year 2020/21

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics

Academic year 2020/21

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics

Academic year 2019/20

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics
- **Webinar 'ELT grammar: what is it and where does it come from?'** as part of 'Issues in Applied Linguistics' module (1 hour)

Academic year 2018/19

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics
- **'Phonetics and Phonology' optional module** (12 hours, as above)
MA (postgraduate) in Applied Linguistics
- **Webinar 'ELT Coursebooks and Corpus Linguistics'** as part of 'Corpus Linguistics and Language Teaching' module (1 hour)

Academic year 2017/18

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics
- **Webinar 'Grammar in ELT – more questions than answers'** as part of 'Issues in Applied Linguistics' module (1 hour)
- Tutorials for **'Core Features of Language' module** (4 hours)
- Tutorials for **'Language in Context' module** (4 hours)

Academic year 2016/17

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics
- **Webinar 'ELT Coursebooks and Corpus Linguistics'** as part of 'Corpus Linguistics and Language Teaching' module (1 hour)
- Tutorials for **'Core Features of Language' module** (4 hours)

Academic year 2015/16

- **'Introduction to Phonetics and Phonology' unit** (12 hours, between asynchronous sessions recorded on Articulate, live webinars delivered on Adobe Connect, live tutorials delivered on Adobe Connect, and interaction with students on the forum)
MA (postgraduate) in Applied Linguistics
- **'Phonetics and Phonology' optional module** (12 hours, as above)
MA (postgraduate) in Applied Linguistics
- Tutorials for **'Classroom and Spoken Discourse' module** (4 hours)

Additional responsibilities: I was involved from the beginning (in 2015) with the creation of the online MA in Applied Linguistics. My principle areas of responsibility are course design, lectures and tutorials, and assessment for the unit 'Introduction to Phonetics and Phonology' as part of the module 'Core Features of Language', and course design, lectures and tutorials (with Dr Sarah Grech) for the optional module 'Phonetics and Phonology'.

Other academic responsibilities

Member of editorial board of the **Journal of Academic Writing** (ISSN: 2225-8973)

Thesis supervision:

PhD:

Lorraine Bugeja: "A Framework for English Academic Proficiency Materials Development in a Higher Education Setting." University of Malta, Centre for English Language Proficiency (co-supervisor with Prof. Odette Vassallo).

MA:

Lauren Wilkinson: "Perceptions on the Potential Introduction of Sardinian Language Teaching into the Primary School Curriculum in the Cagliari Area". Mary Immaculate College, University of Limerick, Ireland.

Reviewer for:

- *Modern Language Journal*
- *English Language Teaching Journal*
- *English Language Overseas Perspectives and Enquiries* journal
- *Revista Interuniversitaria de Formación del Profesorado*
- edited collection *Beyond concordance lines: applications of language corpora in language education*, Amsterdam: John Benjamins
- edited collection *Routledge Handbook of Corpus Linguistics* (2nd ed), Oxford: Routledge

Member of the Advisory Board for the Inter-Varietal Applied Corpus Studies (IVACS) international research network:

<https://www.mic.ul.ie/research/research-at-mic/institutes-centres/inter-varietal-applied-corpus-studies-ivacs-0?index=0>

Member of scientific committees for:

- ‘A Linguistic Lens on Narratives in Professional Settings’. AIA Seminar (Associazione Italiana Anglisti), Faculty of Education, Free University of Bozen-Bolzano, 16–18 May 2024
- ‘ChatGPT and AI writing tools: How can we respond in Higher Education’. Seminar organised by the Centre for Academic Writing, Free University of Bozen-Bolzano. Bolzano, 3rd November 2023
- ‘Seventh Symposium on CLIL in the Adige Valley: Teacher Language Awareness’, co-organised with the Free University of Bozen-Bolzano (2022)
- International Corpus Linguistics Conference, University of Limerick, July 2021
- ‘Sixth Symposium on CLIL in the Adige Valley: From International to Local’, co-organised with Dipartimento di Lettere e Filosofia, University of Trento (2021)
- 10th IVACS (Inter-Varietal Applied Corpus Studies) International Biennial Conference: ‘Corpus Linguistics: Methods, Approaches, Applications’ (2020, postponed to 2021)
- ‘Fifth Symposium on CLIL in the Adige Valley: Building Bridges between Content and Language’ (2020)
- ‘Symposium on Teaching English as a Third Language’ conference (2019)
- ‘Fourth Symposium on CLIL in the Adige Valley: Implementation and Challenges’ (2019)

From November 2018 until August 2022 I was **secretary of the ‘Val d’Adige – Etschtal Local Group’**, part of TESOL Italy (Teachers of English to Speakers of Other Languages), itself an affiliate of TESOL International Association, based in Virginia, USA, with over 11,000 members worldwide, and accredited by the Italian Ministry of Education (MIUR) Direttiva 170/2016. My responsibilities were as follows:

- steering of group, planning and organisation, with the coordinator and group members, of symposiums, conferences and other events
- identifying, contacting and briefing potential keynote speakers
- writing calls for papers and event descriptions
- creating flyers and other promotional materials for events
- communication with members about the group and group events via email and social networks
- contacting and negotiating with potential venues
- collating and analysing feedback from event attendees
- running events online

I (co-)organised, with the group coordinator, the following events:

- 'Sixth Symposium on CLIL in the Adige Valley: Teacher Language Awareness'; 14/5/2022; Museion, Bolzano.
- 'Corpora in ELT: from basics to applications', 13th November 2021, delivered via Zoom
- 'Sixth Symposium on CLIL in the Adige Valley: From International to Local', 14/5/2021; Department of Lettere e Filosofia, University of Trento, delivered via Zoom.
- 'Teaching and learning vocabulary in the language classroom'; 29/1/2021; hosted by the Language Centre of the University of Bozen-Bolzano, delivered via Zoom
- 'Teaching, Learning and a Growth Mind Set – where assessment can help'; 27/11/2020; hosted by the Language Centre of the University of Bozen-Bolzano, delivered via Zoom
- 'Fifth Symposium on CLIL in the Adige Valley: Building Bridges between Content and Language'; 9/5/2020 & 16/5 2020 (4 hours in total); delivered via Zoom
- 'Creativity in the Classroom', 15/5/2020 (2 hours); delivered via Zoom
- 'Symposium on Teaching English as a Third Language'; 29/11/2019 (4½ hours), hosted by the Language Centre of the University of Bozen-Bolzano
- 'Fourth Symposium on CLIL in the Adige Valley: Implementation and Challenges'; 11/5/2019 (4 hours), hosted by the Museo d'arte moderna e contemporanea di Trento e Rovereto (MART)
- 'Workshop on Reading Aloud to Middle School and High School Learners of English'; 8/2/2019 (1½ hours), hosted by the School of International Studies, University of Trento

'Responsabile modulo' for the 4th year modular course 'English' from 2016 to 2020 (MA in Primary Education, Free University of Bozen-Bolzano).

Memberships

- Member of the Inter-Varietal Applied Corpus Studies (IVACS) research group
- Member of TESOL Italy and Val d'Adige-Etschtal local group

Research and scholarships

Funded research

Title: "Well ... I mean ... I don't know' Combining corpus and qualitative methods to improve the representation of spoken language in ELT materials."

Funding body: Cambridge English Assessment (Round 12 of the Cambridge English Funded Research Programme (FRP))

Amount: £11,018

Project team: Dr Niall Curry (University of Coventry, UK), Dr Graham Burton (unibz), Dr Geraldine Mark (MIC, Limerick, Ireland)

Project outline: In classroom materials, written language norms dominate, creating a curricular mix of structural items (e.g. tense, word class, clause) and functional/thematic elements. A common critique of such materials is the lack of a focus on 'conversation'. Given that the features of everyday spoken language conflict with traditional syllabi and deeply-held opinions relating to acceptability, a challenge emerges for including spoken language that (1) does not require much space on a page, (2) can fit within teacher expectations, (3) help learners improve their conversational competencies, and (4) does not undermine learner success in language assessments.

To this end, we are carrying out a mixed-method study, combining corpus analysis of spoken language corpora with the evaluation of course materials and

exploratory workshops with teachers, materials developers, and experts in language assessment. An initial pilot study with teachers showed an evident opportunity to exploit spoken corpora better to inform the teaching of spoken language. This study will address the complex ELT landscape by bringing together further perspectives from key stakeholders in the industry. The findings will benefit wider academia and offer a valuable insight into the perception of corpus linguistics among teachers, materials developers, and experts in language assessment. Such perspectives are also of critical importance to Cambridge University Press and Assessment research, product development, and marketing teams.

Assegni di ricerca

Centre for Academic Writing, Faculty of Education, Free University of Bozen-Bolzano (April 2022–present)

Since April 2022, I have been carrying out research at the Centre for Academic Writing (CAW). So far the research has primarily related to issues of course planning and provision of other services, but has also included a sociolinguistic investigation into attitudes towards English, multilingualism and the trilingual university policy at unibz. Achievements so far:

- devising and administrating a university-wide questionnaire and carrying out a statistical analysis of the results using SPSS
- organising and administering a focus group with student representatives on their experiences of academic writing at unibz, and their perceived needs from CAW; transcribing and analysing the data
- developing a data-collection system now used by tutors at the CAW helpdesks, in order to record information on the types of enquiries typically received for all three languages
- analysing and updating current course provision at CAW
- identifying potential external speakers to deliver training and outreach sessions for the wider university/research community
- creating and organising writing groups for university staff, collecting data from participants on their perceptions reactions to them
- presentation of papers at the EAP Conference 2023 (University of St. Andrews, UK) and the AIA 30 Conference (University of Catania)

EdiCoMC, Faculty of Education, Free University of Bozen-Bolzano (September 2021–April 2022)

I carried out research as part of the EdiCoMC ‘start up’ project. I worked with the Principal Investigator Prof. Gatti to shape the overall project, focussing the research on the university environment and identifying specific research targets. I developed two strands of research: i) the development of a corpus of texts written by students and staff from South Tyrol; ii) the development of a research methodology to investigate the ethnographic aspects of the use of English in South Tyrol. In terms of the corpus development, I:

- developed a novel data collection method for the EdiCoMC corpus, allowing consent, learner variable data, task variable data and text collection to be carried out online (using Survey Monkey)
- created the EdiCoMC corpus architecture on Sketch Engine
- began uploading texts to the corpus
- tagged the texts with the metadata categories I developed
- presented a paper at the 6th Learner Corpus Research Conference (University of Padova)

In terms of the ethnographic research, I:

- carried out and transcribed ten interviews with members of the university community (academic staff, administrative staff, and students)
- carried out a thematic analysis of the interviews using *Nvivo* software

Other research activities:

I also work periodically as a freelance researcher for the Cambridge University Press Language Research Unit. Two recent commissioned research projects I completed are as follows:

1. Producing a report (in 2016) with a range of insights about modern spoken English that could be useful in a language teaching context, with support data/evidence from the Cambridge Spoken Corpus (a sub-corpus of the Cambridge English Corpus (CEC), a proprietary, 1.8-billion-word corpus of written and spoken English). This paper, using both quantitative and qualitative corpus analysis, included suggestions, theories and ideas about how various lexical/grammatical/discourse/conversational features occur in English, but are not currently taught
2. Writing a research guide (in 2018), for internal Cambridge University Press use, called 'Teaching Grammar for Adults: What should we teach, and when?'; the guide reviews recent and key research and draws out practical implications for ELT materials design and teacher support.

Publications Books: authored and co-authored

- Burton, G. (2023). *Grammar in ELT and ELT Materials: Evaluating its History and Current Practice* (Second Language Acquisition Series). Bristol, UK: Multilingual Matters
- Hall, D. & Burton, G. (2020). *How to Write Grammar Presentations and Practice*. Oxford: ELT Teacher 2 Writer.
- Burton, G. (2017). *Personal Best: B1+ Student's Book*. Oxford: Richmond ELT.
- Doff, A., Thaine, C., Puchta, H. Stranks, J., Lewis-Jones, P. and Burton, G. (2015). *Cambridge English Empower: Pre-Intermediate Student's Book*. Cambridge: Cambridge University Press .
- Burton, G. (2013). *Collins Academic Skills Series: Presenting*. London: HarperCollins.
- Burton, G. (2005). *Heroes Study Companion: Level 3*. Oxford: Oxford University Press.
- Burton, G. (2005). *Heroes Study Companion: Level 2*. Oxford: Oxford University Press.
- Burton, G. (2004). *Heroes Study Companion: Level 1*. Oxford: Oxford University Press.

Chapters in books

- Burton, G. (2022). 'What can a corpus tell us about grammar teaching materials?' in A. O'Keefe and M. McCarthy (eds), *The Routledge Handbook of Corpus Linguistics*. Oxford: Routledge.
- Burton, G. (2022). 'Selecting language for materials development'. In J. Norton and H. Buchanan (eds), *The Routledge Handbook of Materials Development*. Oxford: Routledge.
- Mastellotto, L. & Burton, G. (2018). 'Storytelling'. In L. Dozza (ed.), *Maestra Natura. Per una pedagogia esperienziale e co-partecipata*. Bergamo:

Zeroseiup, pp. 137–146.

- Burton, G. (2018). 'Grammar Reference' in H. Stephenson, P. Dummett and Hughes, J. *Life: Elementary Student's Book* (2nd ed). Andover: Cengage Learning.
- Burton, G. (2018). 'Grammar Reference' in H. Stephenson, P. Dummett and Hughes, J. *Life: Pre-Intermediate Student's Book* (2nd ed). Andover: Cengage Learning.
- Burton, G. (2018). 'Grammar Reference' in H. Stephenson, P. Dummett and Hughes, J. *Life: Intermediate Student's Book* (2nd ed). Andover: Cengage Learning.
- Burton, G. (2018). 'Grammar Reference' in H. Stephenson, P. Dummett and Hughes, J. *Life: Upper-Intermediate Student's Book* (2nd ed). Andover: Cengage Learning.
- Burton, G. (2018). 'Grammar Reference' in H. Stephenson, P. Dummett and Hughes, J. *Life: Advanced Student's Book* (2nd ed). Andover: Cengage Learning. ISBN

Journal articles in refereed academic journals

- Burton, G., Lazzeretti C. & Gatti M.C. (accepted) EAP teaching and learning in a multilingual context: challenges and implications. *Textus*. ('Rivista Classe A' ANVUR).
- Burton, G. & Gatti, M.C. (2022). 'English at the trilingual Free University of Bozen-Bolzano: exploring experiences and perceptions'. *International Journal of Multilingualism*. DOI: 10.1080/14790718.2022.2108037 ('Rivista Classe A' ANVUR).
- Burton, G. (2022). 'A Response to Jones and Waller'. *ELT Journal* 76(3). DOI: 10.1093/elt/ccac019 ('Rivista Classe A' ANVUR).
- Burton, G. (2021). 'Rehabilitating the ELT conditional system'. *ELT Journal*. DOI: 10.1093/elt/ccab064 ('Rivista Classe A' ANVUR).
- Burton, G. (2021). 'Are you going to go?' Putting a pedagogical grammar rule under the corpus spotlight'. *Glottodidactica* 48(1). DOI: 10.14746/gl.2021.48.1.01 ('Rivista Classe A' ANVUR)
- Burton, G. (2020). Key Concept: Grammar. *ELT Journal* 72(2). DOI: 10.1093/elt/ccaa004 ('Rivista Classe A' ANVUR)
- Burton, G. (2013). 'Cross linguistic influence in non-native languages: explaining lexical transfer using language production models'. *International Journal of Multilingualism* 10(1). DOI 10.1080/14790718.2012.679274 ('Rivista Classe A' ANVUR)
- Burton, G. (2012). 'Corpora and coursebooks: destined to be strangers forever?'. *Corpora* 7(1). 10.3366/cor.2012.0019 ('Rivista Classe A' ANVUR dal 2015)

Journal articles in professional journals

- Burton, G. (2020). Glorious graphemes. *English Teaching Professional* 126. ISSN 1362-5276 ('Rivista scientifica' ANVUR)
- Burton, G. (2013). 'Product plus process'. *English Teaching Professional* 86. ISSN 1362-5276 ('Rivista scientifica' ANVUR)

Encyclopaedic entries

- Burton, G. (2022). 'Grammar Syllabus'. In *The TESOL Encyclopedia of English*

Other publications

- Burton, G. (2018). *Teaching Grammar for Adults: what should we teach and when?* Unpublished internal research report commissioned by Cambridge University Press.
- Burton, G. (2018). *A Different Way of Looking at Levels of Learning*. Commissioned blogpost for Cambridge University Press, World of Better Learning. Available at: <https://www.cambridge.org/elt/blog/2018/03/19/levels-learning/>
- Burton, G. (2017). *What is Grammar?* Commissioned blogpost for Cambridge University Press, World of Better Learning. Available at: <https://www.cambridge.org/elt/blog/2017/10/03/what-is-grammar/>
- Burton, G. (2013). Academic listening skills courses developed with 'Really English' online learning platform for the University of Kyoto and the University of Tsukuba (Japan).

Further data

Presentations at scientific conferences over past 3 years:

- Burton, G. & Gatti, M.C. (2023). *Identity in a multilingual educational context: does L1 affect attitudes towards other languages at a trilingual university?* International Conference on Multilingualism and Multilingual Education (ICMME) 2023, University of Malta, 12 October 2023. (selected speaker)
- Burton, G. & Gatti, M.C. (2023). *Creating a new Centre for Academic Writing: how much digitalisation?* Conference of the European Association for the Teaching of Academic Writing, Zurich University of Applied Sciences, Switzerland, 6 June 2023. (selected speaker)
- Burton, G. & Gatti, M.C. (2023). *Transcultural norms? EAP at the Free University of Bozen-Bolzano*. EAP Conference 2023, University of St. Andrews (Scotland), 4th March 2023. (selected speaker)
- Burton, G. & Gatti, M.C. (2022). *English in a bilingual German-Italian community: Collecting data and investigating learner variables in creating the EdiCoMC corpus*. 6th Learner Corpus Research Conference, University of Padova, Italy, 23rd September 2022. (selected speaker)
- Burton, G., Gatti, M.C. & Lazeretti, C. (2022). *English for Academic Purposes (EAP): From Past to Present for the Future* (seminar panel). AIA 30 Conference, University of Catania, 15th September, 2022.
- Burton, G. (2021). *Are you going or are you going to go? Using corpora to test a pedagogical grammar rule*. Corpus Linguistics 2021 Conference, University of Limerick, Ireland, 15th July 2021. (selected speaker)
- Burton, G. (2021). *Five simple things a teacher can do with a corpus*. Paper presented at the TESOL Italy Val d'Adige-Etschtal Local Group event: Corpora in ELT: from basics to applications, online, 13th November 2021.

Other presentations over past 3 years:

- Burton, G. (2020). *Rules and Explanations in ELT Grammar: How to Get it Right*. Online seminar (with over 200 attendees) delivered for Klett publishers, 25th June, 2020. Invited speaker by Cambridge University Press.

Additional training

Completion of **Writing Group Facilitator** training with Prof. Rowena Murray, Anchorage Education (December 2022).

Attendance (online) at the **PhD Applied Linguistics Summer School**, Mary Immaculate College, University of Limerick, UK (24.06.2020). Content:

- *SketchEngine* workshop
- *Antconc* workshop
- *Qualtrics* workshop

Completion of course '**Corpus Linguistics: Method, Analysis, Interpretation**', Lancaster University, UK (via Futurelearn) (2020). Content:

- Introduction to Corpus Linguistics
- Look at Language
- Compare and Contrast: Corpus Based Discourse Analysis
- How do you build a corpus?
- Corpus Linguistics in Action – Looking at Social Issues Through Corpora
- Textbook and Dictionary Construction
- Language Learning and Corpus Linguistics
- Speech – a Swearing Extravaganza

Participant in course '**Corso teorico-pratico di R**', Palazzo Provinciale 10, Bolzano (04.03.2020–05.03.2020). Content:

- introduction to *R*
- data visualisation with *R*

Attendance at **Centre for English Language Studies Summer School**, University of Birmingham, UK (6.7.2009–10.7.2009). Content:

- Issues in researching English language topics
- What do we mean by 'pattern'?
- Using statistics in your dissertation
- Research in Workplace Discourse
- Language and computers
- Language and literature
- ELF and TBL: Language variation in the language classroom
- Using dictionaries
- Corpus and Discourse
- Corpus linguistics workshop
- Workshop for Applied Linguistics
- How metaphor shapes Internet communities
- Corpus linguistics workshop
- The translation of style and the style of translation
- Research methods: electronic reference resources

Competence in the use of research software:

I have used and/or received training the following software packages:

- *Antconc* (corpus analysis)
- *Wordsmith Tools* (corpus analysis)
- *SketchEngine* (corpus analysis)
- CQL (corpus query language)
- *NVivo* (qualitative data analysis software)
- *SPSS* (software package for statistical analysis)
- *R* (programming language and software environment for statistical analysis)
- *Python* (programming language)

Work as language examiner

Cambridge ESOL Oral Examiner for Young Learners, KET, PET, FCE, CAE, CPE examinations.

Written Examiner for Cambridge ESOL Skills for Life examinations.