**Dr Graeme Porte**

**Senior Lecturer**

**University of Granada**

**Editor – *Language Teaching* (Cambridge University Press)**

Summary data

Dr Graeme Porte graduated from the University of Sheffield in 1977 with a BA (Dual Honours) degree in English Language and German. His research work during the degree course saw him awarded the Petrie Watson exhibition prize from the Faculty of Arts in 1975. He remained in Sheffield to complete his studies with a postgraduate teaching certificate in English as a foreign language. His first teaching post as a full-time member of staff was at Davies School of English/Eurocentres in Victoria, London from 1978 to 1981. In September 1981 he obtained a post with the British Council as a teacher of EFL in their operation in Sao Paulo, Brazil (Sociedade Brasileira de Cultura Inglesa). During the following four years, Dr Porte was promoted to Assistant Director/Staff manager in the Campinas (Sao Paulo) school and, in his final year, to Coordinator in the teacher-training institute in Sao Paulo itself. He then returned to Britain to complete his MA in Applied Linguistics at the University of Wales (Bangor) under the guidance of Professor Carl James and Professor David Crystal. Part of his MA Dissertation was accepted for publication in Oxford University’s prestigious journal English Language Teaching Journal in 1988. After completing these studies, Dr Porte took up a post as Senior Teacher in the British Council operation in Granada, Spain, where he remained until 1991. He joined the University of Granada as a lecturer in that year and has since become a tenured senior lecturer. He read his PhD at this university in 1995 with a thesis on strategies of poor second language writers, since published in the prestigious Elsevier Science journal System.

 Dr Porte is an examiner for several university boards in Britain, and has served on a number of editorial boards, including English Language Teaching Journal, System and Language Teaching. His current research interests include the study of L1 attrition and its effects on teacher error judgments, and the influence of perceptive constraints on L2 writing output. His combined text and workbook on the critique of applied linguistics research (Appraising Research in Second Language Learning) published by John Benjamins (Amsterdam/New York), is a set book or recommended reading on over ****on over 80 applied linguistics and TEFL postgraduate courses worldwide. It is the first to provide specific advice and support to those wishing to learn how to approach the systematic critical reading and analysis of research in our field. It seeks to answer a current need in the literature for a set of procedures that can be applied to the independent reading of quantitative research.****A second edition was commissioned in 2009 and published in 2010.

***2012 sees the publication of his major new book in the Cambridge University Press applied linguistics series. Replication research in applied linguistics is a ground-breaking volume and is unique in the field of******social sciences. A replication study repeats, exactly or approximately, a previous study to discover if its findings are reliable and/or can be generalized to other participants and circumstances. In examining previous studies in the light of further information, we are contributing to the research community by re-visiting previous assumptions or conclusions, confirming or otherwise what has been produced or thought by others before us. In the pure sciences, replication studies are common, and play an integral role in the process of testing and demonstrating the generalizability of crucial findings. The book argues for a central role of such research in quantitative experimental studies in applied linguistics and offers practical advice on the preparation, execution and greater dissemination of such research and its integration into graduate programs. This book focuses on what is a neglected area of investigation in the social sciences in general and in particular, in applied linguistics and brings together a number of experts who argue for the fundamental role of replication in quantitative research studies. Readers are shown how to undertake replications through a combination of theoretical argument, detailed examples and practical, down-to-earth advice from the choice of suitable studies to replicate, the setting up of suitable postgraduate graduate teaching programs, through to the preparation, execution and writing up of studies ready for presentation to a journal.***

 ****Graeme Porte has been the editor of the Cambridge University Press journal Language Teaching since 2004 and has now consolidated its emergence as a unique research resource for the L2 researcher and practitioner. During this time, LT has moved from being only an abstracting journal to a fully-fledged research resource with many unique strands:** **Specially commissioned articles survey up-to-date research on specific topics, and new strands of articles survey recent research on L2 learning and teaching conducted in individual countries and research on the teaching of languages other than English. Other new research survey strands include plenary and keynote speeches from recent international events, annual reviews of the most significant research to emerge, reviews of recent PhD work worldwide, research agendas, and reports from research groups around the world. Research timelines by specialists in the field provide essential annotated bibliography on the historical development of research agendas, and a further new series is devoted exclusively to the publication of replication research studies. In 2009 Language Teaching was added to both the Social Sciences and Arts and Humanities Citation Index.****

 ****In 2010, Dr Porte created and now manages the e-forum Journal Editors, which brings together over 20 Editors of international applied linguistics and second language acquisition journals to debate common concerns and future policy on the publication of academic papers in the field.****

****He is a member of the Executive Editorial Board of Annual Review of Applied Linguistics (CUP)****

**University Teaching Experience**

**1991 through 2014:**

**“Academic four skills work” - C1 level. 2 x 12 credit courses annually 1995 through 2005.**

 **“Academic Speaking and Writing”. 2 x 12 credit courses annually 2005 through 2014.**

**“Research methodology” PhD courses 1995 through 2000.**

**“History of the English Language” 12 credit course annually 1995 through 1999.**

**Current referees:**

**Dr Alison Mackey.**

**Professor of Linguistics,**

**University of Georgetown,**

**Washington**

**Email:** **mackeya@mac.com**

**Professor EmeritusRichard Johnstone *OBE***

**Director of ScottishCILT**

**University of Stirling**

**Email:** **r.m.johnstone@stir.ac.uk**

##  UNIVERSITY EDUCATION

 **Degree University Date Honours**

 **Bachelor of Arts Sheffield 16. 07. 1977 Class II Division I**

 **(*Dual Honours:***

 ***English Language***

 ***And German)***

 **Postgraduate Cert. Ed Sheffield 12. 06. 1978**

 ***(TEFL/German)***

 **Master of ArtsWales 17. 07. 1987**

 ***(Applied Linguistics)***

 **Ph.D (*English Language*) Granada 24. 05. 1995**

**TEACHING POSTS**

 **Date**

###  Position held Centre Full-time/Part-time

 **Begin End**

 **Teacher Davies’ School of Full time 01. 08. 1978 31. 08. 1981**

 **English,**

 **London**

####  Teacher The British Council Full time 01. 09.1981 31. 01.1982

####  Brazil

####  Asst. Director The British Council Full time 01. 02. 1982 31. 07. 1984

####  Brazil

####  Coordinator The British Council Full time 01. 08. 1984 31. 08. 1985

####  Brazil

####  Asst. Director The British Council Full time 01. 09. 1986 31. 08. 1991

####  Granada

 **Senior Lecturer University Full time 01. 09. 1991**

 **of Granada**

  **PUBLICATIONS (BOOKS)**

 **TITLE PUBLICATION DATE PUBLISHER**

 ***The Tools of Writing*** 1997 Editorial Comares

 ***The Tools of Writing*** 2000

 ***(2nd edition)***

 ***Appraising Research***

 ***in L2 Learning*** 2002 John Benjamins Inc.

 New York/Amsterdam

 ***Appraising Research***

 ***in L2 Learning***

 ***(2nd expanded edition)*** 2010

 ***Replication research***

 ***in applied linguistics***  2012Cambridge University

 Press

 ***Replication research***

 ***in applied linguistics (China edition)***

 2015Foreign Language

 Teaching and Research

 Publishing andCambridge University Press

 ***Research tasks in 2016***

 ***applied linguistics***

 **PUBLICATIONS (CHAPTERS IN BOOKS)**

\* English from a distance: code-mixing and blending in the L1 output, in Cook, V. (ed.), *Effect s of the second language on the first*. Clevedon: Multilingual Matters*.*

\* Editorial, in Porte G. K. (ed.), *Replication research in applied linguistics*.

Cambridge: Cambridge University Press. 2012.

\* Concluding remarks; the way forward, in Porte G. K. (ed.), *Replication research in applied linguistics*.

Cambridge: Cambridge University Press. 2012.

*\** Replication research, in Robinson, P. (ed.), The Routledge Encyclopedia of Second Language Acquisition . New York/London: Routledge. 2013.

*\** Carrying out replication research, in Coombes, C, and Brown, J. D (eds.), The Cambriodge Guide to Language Research . Cambridge: Cambridge University Press. 2016.

 **PUBLICATIONS (ACADEMIC PAPERS)**

 **TÍTLE JOURNAL PUBLISHER DATE PAGES**

 \* Dealing with Actas de las IV **GRETA**  June 1988 183-190

 Errors Jornadas Pedagógicas

 para la Enseñanza del

 Inglés

 \* Poor language *English Language* **Oxford University** July 1988 167-173

 learners and their *Teaching Journal* **Press/Oxford**

 strategies for **Vol. 42/3** (Paper

 dealing with new in ERIC/MLA database.

 vocabulary Nº: EJ 376421;

 Paper abstracted

 in *Language Teaching*

 Vol.XXIII/2 (**Cambridge**

 **University Press**).

 \* Building up the *Modern English* **Edward Arnold/** July 1988 33-35

 picture *Teacher* **London**

 **Vol. 15/4**

 \* Cognitive re-writing Actas de las **University of** January 1993 557-565

 strategies for EFL Jornadas **Granada**

 undergraduates Internacionales de

 Lingüística Aplicada

 \* Mistakes, errors, *English Teaching* **US Government/** January 1993 42-44

 and blank checks *Forum*  **Washington DC**

######  Vol. 31/1

 \* Testing your test GRETA Journal **GRETA-Heinemann** May 1994 16-19

 \* Writing wrongs:  *English Language* **Oxford University** April 1995 144-151

 Copying as a *Teaching Journal* **Press/Oxford**

 strategy for **Vol. 49/2** (Paper

 underachieving EFL in ERIC/MLA database,

 writers Nº.EJ 503158; Paper

 abstracted in *Language*

 *Teaching, Vol.XXIX/4*;

  **Cambridge University**

 **Press** ).

  **PUBLICATIONS (ACADEMIC PAPERS)**

 **TÍTLE JOURNAL PUBLISHER DATE PAGES**

 \* When writing *System*  **Pergamon Press/** February 1996 107-116

 fails: how **Vol. 24/1** (Paper **Oxford and**

 academic in ERIC/MLA data **Elsevier Science/**

 context and base Nº: EJ 527760; **New York**

 past learning Paper abstracted

 experiences *Language Teaching*

 shape revision Vol. XXIX/4 (**Cambridge**

 **University Press**).

 \* The forgotten GRETA Journal **GRETA** December 1996 44-50

 function of the

 pen: second

 language writing as

 an awareness-raising

 activity

 \* The etiology of *Journal of Second*  **Ablex/New Jersey** January 1997 61-78

 poor second *Language Writing*

 language writing: **Vol. 6/1** (Paper

 the influence of in ERIC/MLA data

 perceived teacher base Nº: EJ 539907;

 preferences on paper abstracted in

 second language *Language Teaching*,

 revision strategies Vol XXIX/2 (**Cambridge**

 **University Press**).

 \* In defence of the *Francisco Manzaneda*. **University of** December 1997 199-211

 practice of writing *(In memoriam)* **Jaén**

 \* Does time heal?: Chapter in: Bruton, A., **John Benjamins/**  Forthcoming

 revision strategies and Manchón Ruiz, R. **Amsterdam**

 under timed (eds.) *Language-learning*

 conditions *Strategies and Use of*

 *Language.*

 \* Building *Modern English* **Modern English** Forthcoming

 up the picture *Teacher* **Publications/London**

 **PUBLICATIONS (ACADEMIC PAPERS)**

 **TÍTLE JOURNAL PUBLISHER DATE PAGES**

 \* On the dangers Actas de las **GRETA** September 1998 119-134

 of cloning: are XIII Jornadas

 strategies Pedagógicas

 transferable? para la Enseñanza

 del Inglés

 \* English as a *English Language* **Oxford University** January 1999 28-35

 forgotten *Teaching Journal*  **Press/Oxford**

 language: (Vol 53/1): Paper

 the perceived in ERIC/MLA data

 effects base Nº: EJ 577622;

 of language Paper abstracted in

 attrition *Language Teaching*

 Vol. XXX/2 (**Cambridge**

 **University Press**)

 \* Where to draw the *Foreign Language* **American Council**  December 1999 426-434

 red line: error *Annals* **on the Teaching of**

 toleration of Native (Vol.32/4*)* **Foreign Languages**

 and Non-native

 faculty

\* Losing sight of *System* **Pergamon Press/Oxford** March 2001 137-148

 errors; the effect (Vol. 29/1)**Elsevier Science /New York**

 of typographical

 conditions on L2

 proofreading

 \* Review of selected research *Language Teaching* **Cambridge University Press/UK**

published in SpainApril 2003 110-119

 \* Invited Focus article: *Journal of Second Language Writing* **Elsevier Science/New York**

 Replication in L2

 writing research

 (with Keith Richards) October 2012 21.3

 \*Who needs replication? *CALICO Journal* January 2013 30.1

**PAPERS/INIVITED PLENARY SPEAKER AT CONGRESSES**

 \* “What the teacher can learn from the learner”, III Jornades pedagogiques per a

 l’enseyament de l’angles, Lleida, March 1987.

 \* “Dealing with errors”, III Jornades pedagogiques per a l’enseyament de l’angles,

 Lleida, March 1987.

 \* “Teaching writing skills”, III Jornadas Pedagógicas para la Enseñanza del Inglés,

 Granada, May 1987.

 \* “Writing wrongs”, Jornadas Internacionales de Lingüística Aplicada, Granada,

 January 1993.

 \* Invited plenary: “What can the poor language learner teach us that the good

 language learner can’t?”, Simposio Internacional sobre Estategias de Aprendizaje

 y Uso de la Lengua, Sevilla, December 1994.

 \* “On the dangers of cloning: are language strategies transferable?”, XIII Jornadas

 Pedagógicas para la Enseñanza del Inglés, Granada, September 1997.

 \* “Should you trust a native speaker?”, I Congreso Internacional de Estudios Ingleses,

 Almeria, Octuber, 1997.

 \* Invited plenary: Round table: “Teaching Advanced Writing”, University

 of Seville, June 1998.

 \* “Redefining fluency practice”, XIV Jornadas Pedagógicas para la Enseñanza del

 Inglés, Granada, September 1998.

 \* Invited speaker and chairperson, Colloquium *Replication research in applied*

 *linguistics*, *American Association of Applied Linguistics* conference, Denver,

 Colorado, March 2009.

\* Invited speaker, Colloquium *Research methods in L2 writing*, *Symposium on Second*

 *Language Writing*, Murcia, Spain, June 2010.

\* Invited inaugural speaker, PhD/MA Program, Applied Linguistics Speakers Series 2014-

 2015, Georgetown University, Washington D.C., September 2014.

\* Invited speaker, Colloquium *Replication Research in Applied Linguistics*, American

 Association of Applied Linguistics, Toronto, March 2015

 **COURSES GIVEN**

 \* *Teacher-training program*, The British Council, 30 hours, Almuñecar, July, 1987.

 \* *Developing Writing Skills*, Centro de Profesores de Granada, 30 hours, March-May

 1987.

 \* *Dealing with Errors*, Centro de Profesores de Granada, 30 hours, April-June 1987.

 \* *Developing Vocabulary Skills*, Centro de Profesores de Granada, 15 hours,

 September-November 1987.

 \* *Language Learning Skills*, Centro de Profesores de Granada, 15 hours, September-

 November 1989.

 \* *Teaching Listening and Reading*, Instituto de Ciencias de la Educación de la

 Universidad de Granada, 15 hours, May-June 1991.

 \* *Teaching Students how to Learn*, Instituto de Ciencias de la Educación de la

 Universidad de Granada, 15 hours, May-June 1991.

 \* *Developing Testing in EFL*, Instituto de Ciencias de la Educación de la

 Universidad de Granada, 15 hours, May-June 1991.

 \* Invited lecturer, “Desarrollo de los tests en la enseñanza del inglés como lengua

 extranjera”, “Jornadas sobre la enseñanza del inglés como lengua extranjera”,

 Instituto de Ciencias de la Educación de la Universidad de Granada, Universidad

 de Almería, 15 hours, April 1992.

 \* Invited lecturer, “Curso Superior de Metodología”, Centro de Lenguas Modernas,

 Universidad de Granada, 10 hours, September-October 1992.

 \* Invited lecturer, *Curso Talleres Asesoramiento para Opositores de Inglés*, Centro

 de Lenguas Modernas, Universidad de Granada, 10 hours, May-June 1993.

 \* “Diseño investigador y el uso de estadísticas en la lingüística aplicada”,

 Instituto de Ciencias de la Educación de la Universidad de

 Granada, 30 hours, April-May 1995.

 \* *Reading and Writing Skills in the E.S.O*., Desarrollo Curricular del Área

 de Inglés en la E.S.O., Granada, Junta de Andalucía, 4 hours, June 1995-

 March 1996.

 \* “Diseño investigador y el uso de estadísticas en la lingüística aplicada”,

 Instituto de Ciencias de la Educación de la Universidad de

 Granada, 30 hours, April-June 1996.

 \* *Revision: a way and ways*, Universidad de Almería, 3 hours, January 1998.

 \* “I Curso de la Metodología de la Enseñanza del Inglés, Centro

 de Lenguas Modernas, Universidad de Granada, 4 hours, June 1998.

 \* “La evaluación de la enseñanza y el aprendizaje”, Centro Mediterráneo de la

 Universidad de Granada - Almuñecar, 5 hours, Almuñecar, July 1998.

 \* “Estrategias de atención a la diversidad”, Centro Mediterráneo de la

 Universidad de Granada - Motril, 5 hours, Motril, July 1999.

 \* “Diseño investigador y el uso de estadísticas en la lingüística aplicada”,

 Universidad de Jaén, 20 hours, February 2000.

 **EXAMINING DUTIES**

##

##

 \* Item-writer, **University of Cambridge Local Examinations Syndicate**

 1986-1990.

 \* Supervisor/Examiner, “Certificate/Diploma for Overseas Teachers of English”,

 **Royal Society of Arts (Examinations Board)**, 1988.

 \* Examiner, *IELTS*, **University of Cambridge Local Examinations Syndicate**,

 **(International Examinations),** since 1991.

 \* Examiner, “General Certificate of Education/English language (Overseas)”,

 **University of London (Examinations Board)**, 1986-1990.

 \* Examiner, First Certificate and Proficiency, **University of**

 **Cambridge Local Examinations Syndicate**, **(International Examinations),**

 since 1989.

 \* Senior Examiner, **International Baccalaureate** (A2 Language) since 2005.