

## 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, is on the Editorial Board of the University of Cambridge journal Language Teaching, and is a reviewer for several academic journals in the field, including System and Research in the Teaching of English. He has a research consultancy (see web page), and 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. He is author of The Tools of Writing, now into its second edition, and his latest book (Appraising Research in Second Language Learning) published by John Benjamins (Amsterdam/New York), is due out in 2002.*

| <b>UNIVERSITY EDUCATION</b>   |                   |                     |                            |
|---|-------------------|---------------------|----------------------------|
| <b>Degree</b>   | <b>University</b> | <b>Date</b>         | <b>Honours</b>             |
| <b>Bachelor of Arts</b><br><i>(Dual Honours:<br/>English Language<br/>And German)</i> | <b>Sheffield</b>  | <b>16. 07. 1977</b> | <b>Class II Division I</b> |
| <b>Postgraduate Cert. Ed</b><br><i>(TEFL/German)</i>                                  | <b>Sheffield</b>  | <b>12. 06. 1978</b> |                            |
| <b>Master of Arts</b><br><i>(Applied Linguistics)</i>                                 | <b>Wales</b>      | <b>17. 07. 1987</b> |                            |
| <b>Ph.D (English Language)</b>  | <b>Granada</b>    | <b>24. 05. 1995</b> |                            |

| <b>TEACHING POSTS</b>  |  |                            |                     |                     |
|------------------------|--|----------------------------|---------------------|---------------------|
| <b>Position held</b>   | <b>Centre</b>                            | <b>Full-time/Part-time</b> | <b>Date</b>         |                     |
|                        |  |                            | <b>Begin</b>        | <b>End</b>          |
| <b>Teacher</b>         | <b>Davies' School of English, London</b> | <b>Full time</b>           | <b>01. 08. 1978</b> | <b>31. 08. 1981</b> |
| <b>Teacher</b>         | <b>The British Council Brazil</b>        | <b>Full time</b>           | <b>01. 09.1981</b>  | <b>31. 01.1982</b>  |
| <b>Asst. Director</b>  | <b>The British Council Brazil</b>        | <b>Full time</b>           | <b>01. 02. 1982</b> | <b>31. 07. 1984</b> |
| <b>Coordinator</b>     | <b>The British Council Brazil</b>        | <b>Full time</b>           | <b>01. 08. 1984</b> | <b>31. 08. 1985</b> |
| <b>Asst. Director</b>  | <b>The British Council Granada</b>       | <b>Full time</b>           | <b>01. 09. 1986</b> | <b>31. 08. 1991</b> |
| <b>Senior Lecturer</b> | <b>University of Granada</b>             | <b>Full time</b>           | <b>01. 09. 1991</b> |                     |

**PUBLICATIONS (BOOKS)**

| <b>TITLE</b>  | <b>PUBLICATION DATE</b> | <b>PUBLISHER</b>  |
|---|-------------------------|---|
| * Estrategias de revisión en expresión escrita en lengua inglesa como segunda lengua (Microficha) | 1995                    | Servicio de publicaciones de la Universidad de Granada. ISBN: 84-338-2070-2 |
| * <i>The Tools of Writing</i>   | 1997                    | Editorial Comares<br>ISBN: 84- 8151-557-4                                   |
| * <i>The Tools of Writing (Second Edition)</i>  | 2000                    |   |
| * <i>Appraising Research in L2 Learning</i>   | 2002                    | John Benjamins Inc.<br>New York/Amsterdam                                   |

**PUBLICATIONS (ACADEMIC PAPERS)**

| TÍTULO  | JOURNAL   | PUBLISHER                                    | DATE         | PAGES   |
|---|---|--|--------------|---------|
| * Dealing with Errors   | Actas de las IV Jornadas Pedagógicas para la Enseñanza del Inglés   | <b><u>GRETA</u></b>                          | June 1988    | 183-190 |
| * Poor language learners and their strategies for dealing with new vocabulary | <i>English Language Teaching Journal</i><br><b>Vol. 42/3</b> (Paper in ERIC/MLA database.<br>Nº: EJ 376421;<br>Paper abstracted in <i>Language Teaching</i> Vol.XXIII/2 (Cambridge University Press).         | <b><u>Oxford University Press/Oxford</u></b> | July 1988    | 167-173 |
| * Building up the picture   | <i>Modern English Teacher</i><br><b>Vol. 15/4</b>   | <b><u>Edward Arnold/ London</u></b>          | July 1988    | 33-35   |
| * Cognitive re-writing strategies for EFL undergraduates                      | Actas de las Jornadas Internacionales de Lingüística Aplicada   | <b><u>University of Granada</u></b>          | January 1993 | 557-565 |
| * Mistakes, errors, and blank checks  | <i>English Teaching Forum</i><br><b>Vol. 31/1</b>   | <b><u>US Government/ Washington DC</u></b>   | January 1993 | 42-44   |
| * Testing your test   | GRETA Journal   | <b><u>GRETA-Heinemann</u></b>                | May 1994     | 16-19   |
| * Writing wrongs: Copying as a strategy for underachieving EFL writers        | <i>English Language Teaching Journal</i><br><b>Vol. 49/2</b> (Paper in ERIC/MLA database,<br>Nº.EJ 503158; Paper abstracted in <i>Language Teaching</i> , Vol.XXIX/4;<br><b>Cambridge University Press</b> ). | <b><u>Oxford University Press/Oxford</u></b> | April 1995   | 144-151 |

**PUBLICATIONS (ACADEMIC PAPERS)**

| TÍTULO  | JOURNAL   | PUBLISHER  | DATE          | PAGES       |
|---|---|--|---------------|-------------|
| * When writing fails: how academic context and past learning experiences shape revision   | <i>System</i><br>Vol. 24/1 (Paper in ERIC/MLA data base N°: EJ 527760; Paper abstracted<br><i>Language Teaching</i><br>Vol. XXIX/4 (Cambridge University Press).                                | <u>Pergamon Press/</u><br><u>Oxford and</u><br><u>Elsevier Science/</u><br><u>New York</u> | February 1996 | 107-116     |
| * The forgotten function of the pen: second language writing as an awareness-raising activity   | GRETA Journal   | <u>GRETA</u>   | December 1996 | 44-50       |
| * The etiology of poor second language writing: the influence of perceived teacher preferences on second language revision strategies | <i>Journal of Second Language Writing</i><br>Vol. 6/1 (Paper in ERIC/MLA data base N°: EJ 539907; paper abstracted in<br><i>Language Teaching</i> ,<br>Vol XXIX/2 (Cambridge University Press). | <u>Ablex/New Jersey</u>  | January 1997  | 61-78       |
| * In defence of the practice of writing   | <i>Francisco Manzaneda. (In memoriam)</i>   | <u>University of</u><br><u>Jaén</u>  | December 1997 | 199-211     |
| * Does time heal?: revision strategies under timed conditions   | Chapter in: Bruton, A., and Manchón Ruiz, R. (eds.) <u>Language-learning Strategies and Use of Language.</u>  | <u>John Benjamins/</u><br><u>Amsterdam</u>   |               | Forthcoming |
| * Building up the picture   | <i>Modern English Teacher</i>   | <u>Modern English</u><br><u>Publications/London</u>  |               | Forthcoming |

**PUBLICATIONS (ACADEMIC PAPERS)**

| TÍTULO  | JOURNAL  | PUBLISHER   | DATE           | PAGES   |
|---|--|---|----------------|---------|
| * On the dangers of cloning: are strategies transferable?                           | Actas de las XIII Jornadas Pedagógicas para la Enseñanza del Inglés  | <b><u>GRETA</u></b>   | September 1998 | 119-134 |
| * English as a forgotten language: the perceived effects of language attrition      | <i>English Language Teaching Journal</i> (Vol 53/1): Paper in ERIC/MLA data base N°: EJ 577622; Paper abstracted in <i>Language Teaching</i> Vol. XXX/2 (Cambridge University Press) | <b><u>Oxford University Press/Oxford</u></b>                        | January 1999   | 28-35   |
| * Where to draw the red line: error toleration of Native and Non-native faculty     | <i>Foreign Language Annals</i> (Vol.32/4)  | <b><u>American Council on the Teaching of Foreign Languages</u></b> | December 1999  | 426-434 |
| * Losing sight of errors; the effect of typographical conditions on L2 proofreading | <i>System</i> (Vol. 29/1)  | <b><u>Pergamon Press/Oxford Elsevier Science /New York</u></b>      | March 2001     | 137-148 |

**PAPERS PRESENTED AT CONGRESSES**

- \* “What the teacher can learn from the learner”, III Jornades pedagògiques per a l’enseyament de l’angles, Lleida, March 1987.
- \* “Dealing with errors”, III Jornades pedagògiques 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 Estrategias 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, October, 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.

**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.

**COURSES GIVEN**

- \* “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.

## EDITORIAL ACTIVITIES

- \* **READER** for the journal *SYSTEM*, Pergamon Press/Elsevier Science, since 1996.
- \* **READER** for the journal *RESEARCH IN THE TEACHING OF ENGLISH*, National Council of Teachers of English (NCTE), since 1998.
- \* **Member of the Editorial Board of** *LANGUAGE TEACHING*, Cambridge University Press, since 1997.

## EXAMINING DUTIES

- \* Item-writer, **University of Cambridge Local Examinations Syndicate**, since 1986.
- \* Supervisor/Examiner, “Certificate/Diploma for Overseas Teachers of English”, **Royal Society of Arts (Examinations Board)**, since 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)**, since 1986.
- \* Examiner, “University Entrance Tests in English (Overseas)- Written Paper”, **Joint Matriculation Board (Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham)**, since 1986.
- \* Examiner, First Certificate and Proficiency, **University of Cambridge Local Examinations Syndicate, (International Examinations)**, since 1989.