Brian Paltridge
Professor of TESOL, University of Sydney

PhD (Waikato), MA (Sydney), Grad Dip TESOL (UTS), Assoc Dip Community Languages (UWS), RSA
Cert TEFLA, RSA Dip TEFLA, BA (Wellington)

Publications

Books


**Book chapters**


Articles * indicates a peer-reviewed journal


**Thesis and dissertation supervision**

1. English language teacher employability and identity: Victoria Phillips (PhD – current)

2. Teacher written feedback and student response to feedback in an ESL classroom - Mazin Yousif (PhD – current) with Marie Stevenson

3. ESL students transitioning from high school preparation to high school: Development of authorial voice - Olga Mhilli (PhD – current) with Marie Stevenson


5. The discursive construction of the international dispute between China and Japan over islands in the East China Sea: Hideo Watanabe (PhD – completed)

6. How universities introduce themselves on the Internet.: A critical multimodal genre study: Wenchao Tu (PhD – completed)

7. Blame and responsibility in the global financial crisis: Jennifer Cope (PhD – completed) with Marie Stevenson

8. Learning through participation: Supporting internationalization and generic skills: Jennifer Tindale (PhD – completed) with Sue Gordon.


13. Learning Kanji in a second language: Heath Rose (PhD – completed) with Lesley Harbon

14. The blog as genre and performance: An analysis of A-list personal blogs: Jianxin Liu (PhD - completed)


16. Argumentation in native and non-native speaker essays Sook Hee Lee (PhD - completed) with Len Unsworth

17. Korean middle school EFL classrooms: Tasks, interactions and pedagogy. Hyun Hee Kim (PhD – completed) with Hui Shen

19. An analysis of questions initiated by native and non-native English speaking patients and their parents during pediatric consultations: Anne Kanaris (with Julie Bradshaw) (PhD – completed)

20. An investigation into the nature of pair work in an ESL classroom and its effect on grammatical development: Neomy Storch (PhD – completed)

21. Learning strategies of adult ESL learners in Australia: Quantitative and qualitative perspectives: Helen Lunt (PhD – completed)

22. Thanking, giving and receiving in Japanese: A cross-cultural pragmatic investigation: Jun Ohashi (PhD – completed)

23. The effect of language background on languages other than English test performance: Catherine Elder (with Tim McNamara) (PhD – completed)

24. Theoretical and pedagogic issues involved in the design and evaluation of English language programs for Thai university students: Pimprin Chandee (with Winifred Crombie) University of Waikato (PhD – completed)

25. International languages in New Zealand secondary schools and universities: coherence, consistency and transparency. Diane Johnson (with Winifred Crombie) University of Waikato (PhD – completed)

26. The effects of oral feedback in one to one writing conferences on L2 students’ subsequent revisions to their work: Mazin Yousif (MEd Research – completed).


31. Systems of genre and the TAFE application process: Jennifer Cope (MEd – completed)

32. Making requests: Perception and production of speech acts between Japanese and Australians: Junko Negishi (MEd – completed)

33. Minority language students and college English writing in China: Jianxin Liu (MEd – completed)

34. Negative transfer in the translation work of college English students in China: Ying Liu (MEd – completed)

35. A genre based analysis of high school English textbooks in Korea: Sanchil Lee (MEd – completed)

36. An examination of first and second language postgraduate students’ lecture comprehension strategies at the University of Sydney: Henry Yu Wang (MEd – completed)

37. A case study of the spoken and written genre needs of international students in the MEd TESOL at the University of Sydney: Win Naing Soe (MEd – completed)

38. A contrastive critical discourse analysis of letters to the editor in English and Korean: Young Mi Kim (MEd – completed)
40. Politeness and gender in television talk shows – The Panel: Katie Ellis (MEd – completed)
41. A contrastive analysis of letters to the editor in English and Chinese: Wei Wang (MEd – completed)
42. Translation as a learner strategy in an Indonesian immersion program: Paul Thomas (MA - completed)
43. Writing through cultures: the thesis writing experiences of five postgraduate research students from non-English speaking backgrounds and cultures: Anne Prince (MA – completed)
44. The notion of equivalence in Serbian/English health care translation: Svetlana Cuk (MA - completed)
45. Linguistic strategies used by men in a university cricket club newsletter: Kirsten Richardson (MA - completed)
46. Overlap in the English of ESL speakers: Valerie Astbury (MA - completed)
47. An analysis of grammatical accuracy in VCE English papers: John Ingamells (MA - completed)
49. Roles and perceptions of interpreters in speech pathology settings: Elizabeth Clark (MA - completed)
50. An analysis of argumentative style in EFL student writing: Kevin Smith (MA - completed)
51. An investigation into approaches to IELTS preparation with a particular focus on the academic writing component of the test: James Brown (MA - completed)
52. Overlap in Italian television talkback shows: Serafina Giannone (MA - completed)
53. A comparative examination into the structure of arguments: Frame semantics and conversation analysis: Joanna Orr (MA - completed)
54. Learner perceptions of error correction techniques: Caryn Nery (MA - completed)
55. The effect of training on the use of the ASLPR by TAFE teachers: Glynnis Hughes (MA - completed)
56. Burmese students’ academic progress in an Australian EFL and in a university setting: Rosalind Washington (MA - completed)
57. The rhetoric of introductions of research articles written in English and Polish: Zosia Golebiowski (MA - completed)
58. Intercultural communication in English between Australians and Koreans: Jane Moon (with Michele de Courcy) (MA - completed)
59. Pre-court barrister-client interactions: An investigation: Carmel O'Shanessey (MA - completed)
60. An investigation into the use of the particle gamma in Cantonese: Chor Leung Wan (MA - completed)
61. The development of a post-registration English for specific purposes syllabus for nurses of diverse cultural background entering community nursing: Lawrence Arnold (MA - completed)

62. An examination of MA theses in applied linguistics: John Drennan (MA - completed)

63. Language problems and learning difficulties: The experiences of international students at the University of Waikato: Josephine Ashdown (MA - completed)

64. The place of listening in the EFL classroom: An East-West comparison: Xiao Wei Xu (MA - completed)

Professional and academic involvement

Member: American Association of Applied Linguistics Dissertation Award Committee (2017-2020)
Asia-Pacific EAP Association committee (from 2019)

English for Specific Purposes (Elsevier) (2006 - 2011)
Melbourne Papers in University Language Teaching (2000)
TESOL Matters: ESP interest section column (1999 - 2000)
The ELICOS Association Newsletter (1997)

General editor: University of Sydney Papers in TESOL (from 2007)

Emeritus editor: English for Specific Purposes (from 2012)

Series editor: Routledge Introductions to English for Specific Purposes
Routledge Research in English for Specific Purposes

Editorial board: Cambridge Elements: Language Teaching (Cambridge University Press)
Research Methods in Applied Linguistics (John Benjamins)
New Perspectives for English for Academic Purposes (Bloomsbury)
Shanghai Foreign Language Education Press, TESOL Experts Series
English Australia Journal
Journal of English for Research Publication Purposes
Studies in Graduate and Postdoctoral Education
Taiwan International ESP Journal
Chinese Journal of English for Specific Purposes
International Arab Journal of English for Specific Purposes

Reviewer: Peer-reviewed journals:
Applied Linguistics
Discourse Processes
English for Specific Purposes
Hong Kong Journal of Applied Linguistics
Journal of English for Academic Purposes
Journal of Pragmatics
Journal of Sociolinguistics
Language Teaching
Language Teaching Research
Language Testing
Modern Language Journal
Prospect
System
TESOL Quarterly
Text and Talk

Book proposals:
Addison Wesley Longman
Cambridge University Press
Elsevier
Hong Kong University Press
John Benjamins
Lawrence Erlbaum
Monash ePress
Routledge
Wiley-Blackwell
Palgrave Macmillan
Continuum
Emerald

Examiner:
PhD in Applied Linguistics, Victoria University of Wellington
PhD in Applied Linguistics, University of New South Wales
PhD in Applied Linguistics, Monash University
PhD in Applied Linguistics, University of Sydney
PhD in TESOL, University of Sydney
Doctor of Education, University of Sydney
PhD in Applied Linguistics, University of Melbourne
PhD in TESOL, University of Melbourne
PhD in TESOL, City University of Hong Kong
PhD in Applied Linguistics, University of Auckland
PhD in TESOL, University of Kwazulu-Natal
PhD in Education, University of Auckland
PhD in Education, Queensland University of Technology
PhD in Applied Linguistics, University of Waikato
PhD in Applied Linguistics, Macquarie University
PhD in Language and Literacy Education, University of British Columbia
PhD in Education, University of New England
PhD in Education, Massey University, New Zealand
Doctor of Applied Linguistics, Macquarie University
MA in Applied Linguistics, University of Melbourne
MEd in TESOL, University of Melbourne
MEd in TESOL, University of Sydney
MA in Applied Linguistics, Victoria University of Wellington