

Lee McCallum

Postdoctoral Research Fellow at the University of Exeter

Subject Teacher and In-sessional Tutor INTO University of Stirling

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EDUCATION AND PROFESSIONAL DEVELOPMENT COURSES

Higher Education Academy (UK), **Associate Fellowship, July 2020**

NILE, **Assessment Professional Development Course** (Pass with distinction) **2017**

International House, **Teacher Trainer Certificate** (Pass) **2016**

University of Exeter, **Doctorate in Education (EdD) (TESOL Pathway) Sept 2015 – Present**

University of Stirling, **Msc in TESOL with Applied Linguistics** (Pass with Merit) **2014**

Randolph School of English, **Cambridge CELTA** (Pass), Edinburgh. **2011**

University of Stirling, **BAcc (Hons) Accountancy & Business Law (2:1) 2010**

TEACHING AND RESEARCH APPOINTMENTS

University of Exeter, **Postdoctoral Research Fellow**, UK (August 2020 – Present).

University of South Florida, Department of World Languages, **Visiting Scholar**, USA (Sept – Dec) **2018**

University of Stirling (INTO), **Subject Teacher/ In-sessional Tutor**, Stirling, United Kingdom **2018 - present**

University of Strathclyde, **Pre-sessional EAP Tutor**, Glasgow, United Kingdom **2017 - 2018**

Xi'an Jiao Tong Liverpool University, **EAP Tutor**, Suzhou, China **2016 –2017**

University of Stirling, **Pre-sessional Course Tutor**, Stirling **2016**

Prince Sultan University, **Writing Course Coordinator**, Riyadh, KSA **2014- 2016**

Stirling School of English, **English Tutor**, Stirling **2011 – 2014**

El Centro Britanico, **English Teacher**, Northern Spain **2011- 2013**

PUBLICATIONS

Books

Durrant, P., Brenchley, M., & **McCallum, L.** (forthcoming). *Understanding development and proficiency in writing: Quantitative corpus linguistics approaches*. Cambridge: Cambridge University Press.

McCallum, L., & Coombe, C. (Eds.). (forthcoming). *The assessment of L2 written English across the MENA Region: A synthesis of practice*. London: Palgrave Macmillan.

McCallum, L. (Ed.). (in preparation). *English Language Teaching across the European Union: Theory and practice across the region*. Cham, Switzerland: Springer.

Journal Articles

McCallum, L. (in preparation). A Synthesis of Writing Rubric Design Use and Evaluation Practices in TESOL.

McCallum, L. (in preparation). Exploring the accuracy of the Stanford Parser with learner English: Observations from working with lexical collocations in a FYC written corpus. (manuscript in preparation for the *International Journal of Corpus Linguistics*).

McCallum, L., & Coombe, C. (in press). Examining the cycle of assessing writing in MENA contexts: Trends, challenges and best practice recommendations. *European Journal of Applied Linguistics and TEFL* (invited paper) Special Issue on Language Assessment with Guest Editor James D. Brown.

McCallum, L., & Durrant, P. (in preparation). Understanding relationships between collocation use and assignment grades on a first-year composition programme (manuscript in preparation for *Assessing Writing*).

McCallum, L. (2020). Relationships between measures of phraseological complexity and writing quality in a CEFR assessment context. *The Arab Journal of Applied Linguistics*, 5(1), 63-99.

McCallum, L. (2019). Modelling score variation in student writing with a big data system: Benefits, challenges and ways forward. *Journal of Writing Analytics*, 3, 286-311.

Durrant, P., Moxley, J., & **McCallum, L.** (2019). Vocabulary sophistication in first-year composition assignments. *International Journal of Corpus Linguistics*, 24(1), 31-64.

McCallum, L. (2016). Taking the Fear out of Assessment. *IJL Journal*, 40, 29-31.

McCallum, L. (2016). Exploring Authorial Presence through the Use of First-Person Pronouns: Evidence from a Saudi University. *Arab World English Journal*, 7(2), 118-135.

Book Chapters

McCallum, L., & Rauf, M. (forthcoming). Learning what works in improving writing: A meta-analysis of writing improvement studies across Saudi Arabian universities. To appear in L. McCallum, & C. Coombe (Eds.), *The assessment of L2 written English across the MENA Region: A synthesis of practice*. London: Palgrave Macmillan.

Rauf, M., & **McCallum, L.** (forthcoming). Language assessment literacy: Task analysis in Saudi universities. To appear in L. McCallum, L., & C. Coombe (Eds.), *The assessment of L2 written English across the MENA Region: A synthesis of practice*. London: Palgrave Macmillan.

McCallum, L. (forthcoming). Relationships between vocabulary, its development over time and writing quality in L2 Contexts. To appear in C. Coombe., & H. Mohebbi. (Eds.), *Research questions in language education: A reference guide for teachers*. London: Springer.

McCallum, L. (in preparation). How discourses shape teacher identity: Evidence from EFL teachers in Spain. To appear in L. McCallum (Ed.), *English Language Teaching across the European Union: Theory and practice across the region*. Cham, Switzerland: Springer.

McCallum, L. (2020). Traditional assessment and encouraging alternative assessment that promotes learning: Illustrations from EAP Tests. In S. Hidri. (Ed.), *Perspectives on Language Assessment Literacy: Challenges for improved student learning* (pp.33-52). London: Routledge.

McCallum, L. (2019). Assessing second language proficiency under ‘unequal’ perspectives: A call for research in the MENA region. In S. Hidri. (Ed.), *English Language Teaching in the Middle East and North Africa: Multiple perspectives* (pp.3-27). Palgrave MacMillan.

McCallum, L. (2017). Exploring the value of corpora in validating and informing language proficiency assessments: directions and thoughts for the MENA region. In C. Coombe., P. Davidson., A. Gebri., & S. Hidri. (Eds.), *Language Assessment in the Middle East & North Africa* (pp. 233-245). TESOL Arabia Publications.

Book Reviews

McCallum, L. (in preparation). U. Römer., V. Cortes., & E. Friginal. (Eds.), *Advances in Corpus-based research on academic writing: Effects of discipline, register, and writer expertise*. *Journal of English for Specific Purposes*. Invited submission.

McCallum, L. (2020). Introducing English for Specific Purposes. *Register Studies*, 2(2). Invited submission. <https://doi.org/10.1075/rs.20007.mcc>

McCallum, L. (2017). ESL Teaching: Principles for Success. *The Journal of Language Teaching and Learning*, 7(1), 139-141.

McCallum, L. (2017). The Cambridge Handbook of Learner Corpus Research. *English Teaching in China*, 8, 45-47.

McCallum, L. (2016). Corpus Linguistics and Linguistically Annotated Corpora. *Arab World English Journal*, 7(1), 521-524.

Peer-Reviewed Conference Presentations and Research Network Talks

McCallum, L. (November, 2020). Understanding Relationships between Collocations and Writing Quality: Insights from a Corpus of First Year Composition Essays. Presented for the Language and Education Network at the University of Exeter.

McCallum, L. (October, 2020). What Works in Improving Writing? Paper presented at 25th TESOL Arabia conference: Empowering Educators. Online Conference.

McCallum, L. (September 2019). The role of restricted collocations and learner and course variables in determining writing quality in assignments from a First Year Composition Programme. 5th Learner Corpus Research Conference, University of Warsaw, Poland. Work in Progress Report.

McCallum, L. (July 2019). The role of restricted collocations and learner and course variables in determining writing quality in assignments from a First Year Composition Programme. Cardiff University, Wales. Poster presentation.

McCallum, L. (March 2019). Predicting grade scores in a corpus of first year compositions: Multi-level student and individual rater interactions. AAAL Conference, Atlanta, Georgia, USA

McCallum, L. (March 2019). Sophisticated lexical collocation use in a first-year composition programme. TESOL International Convention, Atlanta, Georgia, USA.

McCallum, L. (June 2018). The relationship between phraseology and writing quality: Implications for the assessment of English as a Lingua Franca. The 9th Inter-varietal Applied Corpus Studies (IVACS) International Biennial Conference, University of Malta, Valletta.

McCallum, L. (December 2016). Demystifying language assessment. CLaSiC, National University of Singapore, Singapore.

McCallum, L. (April 2016). Wearing many hats when teaching writing. ELT International Conference: Sultan Qaboos University, Oman.

McCallum, L., & Atkinson, S. (March 2016). Using corpus tools to address vocabulary difficulties: how data driven learning can enhance your classroom. King Saud University COLT Symposium.

McCallum, L. (March 2016). Authorial presence: evidence from Saudi university students. TESOL Arabia, Dubai, United Arab Emirates.

McCallum, L. (September 2015). Identifying the learner errors present in CEPA corpora: implications for the assessment and teaching of high school students in the UAE.

International Language Assessment Conference Egypt (ILACE). American University of Cairo, Egypt.

CONFERENCE AND RESEARCH TRAINING ATTENDANCE

Language Testing Research Colloquium (LTRC) 2021, Tunisia (June 2021).

Bootcamp on quantitative methods in L2 research University of Warsaw, Poland. (June 2019).

Georgia State University, AACL Conference (September 2018). Atlanta, Georgia, USA.

Statistics for Linguists Summer School, University of Birmingham, UK (June 2018).

EURAC Research (October 2017) 4th International Conference of Learner Corpus Research, Bolzano, Italy.

OTHER PROFESSIONAL ACTIVITIES

Managing the Special Interest Group: 'Research Methods in Applied Linguistics/TESOL' for Postgraduate Research Students at the University of Exeter **2020**

Contributing author in British Council English Language Assessment Research Group. *How Language Teachers Understand Assessment.* **2018**

Contributing author for *Research Literacy Dictionary. TESOL Arabia publications* **2019**

Contributing author in British Council English Language Assessment Research Group. *Item Writer for Assessment Literacy Teacher Research Instruments.* **2019**

Co-creator of Department of English and Applied Linguistics website. Prince Sultan University, Riyadh, Saudi Arabia. **2016**

Writer for university's *Translation Connect* magazine. Prince Sultan University, Riyadh, Saudi Arabia. **2014-2016**

Department representative on Teaching and Learning Committee (TLC). Department of English and Applied Linguistics, Prince Sultan University, Riyadh, KSA **2014-2016**

Department member on Quality Assurance committee, Department of English and Applied Linguistics, Prince Sultan University, Riyadh, KSA. **2014-2016**

Writer for university's in-house journal: *English Teaching in China* (ETiC). Xi'an Jiaotong Liverpool University, Suzhou, China. **2016**

GUEST LECTURES AND WORKSHOPS

McCallum, L. (2018). Using Sketch Engine in TESOL research. Department of World Languages, University of South Florida.

McCallum, L. (2016) How to write a research paper for conference proceedings. Prince Sultan University: Undergraduate Research Forum. Riyadh, Saudi Arabia.

RESEARCH SUPERVISION

N. Maakaf. Understanding and improving in-service teacher training at PSU: Evidence from the College of Humanities. Prince Sultan University.

Y. Pei. Exploring lexical sophistication across academic business writing. Graduate Diploma. University of Stirling (Pass with merit).

GUEST EDITORIALS AND PEER REVIEW

Guest Editor for Special issue on Writing Assessment in Honour of Glenn Fulcher (Language Teaching Research Quarterly).	2020-2021
Editorial Advisory Board for Cambridge Scholars Publishing	Since 2020
Journal of Arab World English Journal	2017
Journal of Asia TEFL	2018 - 2020
TESOL Journal	Since 2018
TESOL Convention Proposal Reviewer	Since 2018
International Conference on Second Language Studies Proposal Reviewer	2018
TESOL Arabia Proposal Reviewer	Since 2019
TESOL China Assembly Proposal Reviewer	Since 2019
Journal of Learning Development in Higher Education	Since 2019
Book Reviewer for Palgrave Macmillan (HE / Language and Linguistics)	Since 2019

PROFESSIONAL MEMBERSHIPS

English Language Testing Society	Since 2020
Centre for Research in Writing (University of Exeter)	Since 2019
National Council of Teachers of English	Since 2018
TESOL International	Since 2018
International Society for the Linguistics of English	Since 2017
Learner Corpus Research Association	Since 2017
BALEAP	Since 2016
IATEFL	Since 2015

GRANTS

Received grant to work on 'My Reviewers' corpus of First Year Composition texts as part of doctoral research project from The University of South Florida/University of Exeter Research Catalyst Fund: Doctoral Student Exchange programme.

SKILLS AND OTHER ROLES

R programming: Proficient user

Corpus linguistics tools: Proficient user

Languages: French (Beginner), Spanish (Intermediate). Arabic (Beginner)

I.T Skills: Highly competent user of all Microsoft Office packages. Competent user of Interactive whiteboards, E-beam software, Moodle, Blackboard, Canvas and Turnitin.

Research skills: Oral transcription, R-programming, SPSS and corpus linguistics tools.

STEER Mentor (2013): Acted as a mentor for international students at the University of Stirling. Provided academic and welfare support.

Student Representative for TESOL students: Attended student and staff meetings to communicate feedback on the Master's programme to senior staff at the university.

REFERENCES

Available upon request.