

# CURRICULUM VITAE

Barbara Howarth

## Profile

I currently work as a Tutor of English for Academic Purposes at the University of Glasgow. I also work freelance <http://www.efitutoring.com> and I am an Associate Assessor for Pearson Tests of English.

I began teaching English as a Foreign Language (EFL) in 1988 in Greece and later moved to Venezuela to work for The British Council. In 1993 I returned to the UK to study full-time and continued teaching EFL during the summer recesses. In 2000 I started a PhD in video-mediated communication at Professor Anne H. Anderson's Multimedia Communications Laboratory, University of Glasgow. I then spent 3 years at Newcastle University, developing tutorial dialogues (task-directed discussions) for a web-based training system known as "PATSy" <http://www.patsy.ac.uk>

## Academic Qualifications

- 2011 Bell Education Trust – Cambridge ESOL DELTA (Module 2)
- 2010 Bell Education Trust – Cambridge ESOL DELTA (Module 1)
- 2004 The University of Glasgow - PhD in Psychology
- 1999 The University of Essex - MA in Phonetics & Speech
- 1998 The University of Essex - BA (Hons I) in Spanish & Linguistics
- 1991 The British Council - RSA/UCLES CTEFLa

## Teaching and Research Experience

### English for Academic Purposes-EAP Tutor

- Present Glasgow International College (University of Glasgow) – EAP Tutor
- Present Pearson Language Tests, London - Associate Assessor
- 2008-2010 English Language Teaching Division, University of Strathclyde - EAP Tutor
- 2000 English Language Teaching Centre, University of Essex – EAP Tutor (Pre-sessional)

### English Language Summer Schools– EFL Tutor

- 2008 Manchester Academy of English, University of Cumbria, Lancaster
- 2007 University Language Centre, University of Manchester
- 2000 St Giles College, Eastbourne
- 1995-98 WP Management Ltd, University of Essex, Colchester
- 1994 EF International, Clare College, Cambridge
- 1991-93 The British Council. Caracas. Venezuela - EFL Tutor
- 1988-91 Private Language Schools, Greece – EFL Tutor

### Research

- 2004-07 Speech & Language Sciences, Newcastle University: Research Associate on ESRC-funded, multidisciplinary project to investigate 'vicarious learning' (learning from others)
- 2000-03 Department of Psychology, University of Glasgow: University-funded doctorate studies to investigate collaborative behaviour in an information-gap task (The Map Task)

## Referees

References can be obtained by prior arrangement with Barbara Howarth from:

Mr Louis Harrison (Director of Studies)  
University of Glasgow Language Centre, EFL Unit  
Glasgow, Scotland, UK

Mrs Anne Campbell (Head of University Language Centre)  
The University Language Centre, University of Bradford  
Bradford, West Yorkshire, UK

# Publications

## Research briefings

Cox, R., Pang, J., Lee, J., Rabold, S., Varley, R., Hoben, K., Morris, J & Howarth, B. (2008). Vicarious learning and case-based teaching: developing health science students' clinical reasoning skills. *TLRP Research Briefing 54*. London, TLRP. Retrieved Sept 28, 2009, from [http://www.tlrp-archive.org/cgi-bin/search\\_oai\\_all.pl?pn=25&no\\_menu=1&short\\_menu=1](http://www.tlrp-archive.org/cgi-bin/search_oai_all.pl?pn=25&no_menu=1&short_menu=1)

## Journal articles

Howarth, B. & Anderson, A.H. (2007). Introducing objects in spoken dialogue: the influence of conversational setting and cognitive load on the articulation and use of referring expressions. *Language and Cognitive Processes*, 22(2), 272-296.

## Conference papers

Howarth, B., & Morris, J., (2007). The development of task-directed discussions for use as an on-line vicarious learning resource in speech and language therapy. *Festival of learning 2007: Royal College of Physicians, London, 27-29 March 2007*.

Howarth, B., Morris, J., & Cox, R. (2007). Student-centred discussion as an on-line vicarious learning resource for educators in speech and language therapy. *Poster presented at the 12<sup>th</sup> Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Budapest, Hungary, 28 August -1 September 2007*.

Cox, R., Hoben, K., Howarth, B., Lee, J., Morris, J., Pang, J., Rabold, S. & Varley, R. (2005). Clinical reasoning skill acquisition: identifying learning issues and developing vicarious learning resources. *Teaching and Learning Research Programme Annual Conference, Warwick University, 28-30 November 2005*. Retrieved Sept 28, 2009, from [http://www.tlrp-archive.org/cgi-bin/search\\_oai\\_all.pl?pn=25&no\\_menu=1&short\\_menu=1](http://www.tlrp-archive.org/cgi-bin/search_oai_all.pl?pn=25&no_menu=1&short_menu=1)

Howarth, B., Hoben, K., Morris, J., Varley, R., Lee, J. & Cox, R. (2005). Investigating speech therapists' clinical reasoning: analysing think-aloud protocols and integrating multiple-source data. *Paper presented at the 11<sup>th</sup> Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Nicosia, Cyprus, 23-27 August 2005*.

Howarth, B., Hoben, K., Cox, R., Morris, J., Varley, R. & Lee, J. (2005). Investigating students' clinical reasoning: the development of methodologies for analysing think-aloud protocols and integrating multiple-source data. *Research Capacity Building Network 2005 Annual Conference, Cardiff, 22 February 2005*. Retrieved Sept 28, 2009, from [http://www.tlrp-archive.org/cgi-bin/search\\_oai\\_all.pl?pn=25&no\\_menu=1&short\\_menu=1](http://www.tlrp-archive.org/cgi-bin/search_oai_all.pl?pn=25&no_menu=1&short_menu=1)

Howarth, B., Hoben, K., Morris, J., Varley, R., Lee, J. & Cox, R. (2004). Investigating students' clinical reasoning: the development of methodologies for analysing think-aloud protocols and integrating multiple-source data. *Teaching and Learning Research Programme Annual Conference, University of Cardiff, 22-24 November 2004*. Retrieved Sept 28, 2009, from [http://www.tlrp-archive.org/cgi-bin/search\\_oai\\_all.pl?pn=25&no\\_menu=1&short\\_menu=1](http://www.tlrp-archive.org/cgi-bin/search_oai_all.pl?pn=25&no_menu=1&short_menu=1)

Howarth, B., and Anderson, A.H. (2002). Referential form and word duration in video-mediated and face-to-face dialogues. *Paper presented at the Cambridge Meeting of the Experimental Psychology Society, Cambridge, UK, 10-12 July 2002*.

Howarth, B., & Anderson, A.H. (2001). The duration of words forming referring expressions in computer-mediated communication. *Paper presented at: PsyPAG Postgraduate Conference, Sheffield, UK, 23-25 July 2001*.

Anderson, A.H. & Howarth, B. (2003). The influence of communicative context and cognitive load on referential form and word duration in spoken language. *Paper presented at the 16<sup>th</sup> Annual CUNY Conference on Human Sentence Processing, Cambridge, MA, 27-29 March 2003*.

Anderson, A.H. & Howarth, B. (2002). Referential form and word duration in video-mediated and face-to-face dialogues. In: *Proceedings of the Sixth Workshop on the Semantics and Pragmatics of Dialogue (Edilog 2002)*, 4-6 September 2002, Edinburgh, UK, pp. 13-20.

Howarth, B. (1992). The use of The Phonetic Alphabet in the Classroom. *Workshop presented at the 10<sup>th</sup> Annual Convention for Teachers of English to Speakers of Other Languages (VenTESOL), Macuto, Venezuela, 23-25<sup>th</sup> May, 1992*.

## Theses

Howarth, B. (2004). *The Influence of Conversational Setting and Cognitive Load on Reference in 2-party Spoken Dialogue*. Doctoral thesis, University of Glasgow.

Howarth, B. (1999). *Phoneme Perception Theory: A Critical Review*. MA dissertation, University of Essex.

## Web documents

Draper, S.W., Champion, B., Howarth, B., Lall, G., Paul, L., McLundie, M., Weightman, B. (2001, March 23.). *Writing your Thesis [WWW document]*. Retrieved 15 July 2008 from <http://www.psy.gla.ac.uk/~steve/courses/thesis.html>

## Invited talks

"The development of task-directed discussions for use as an on-line vicarious learning resource in speech and language therapy" (School of Education, Communication, and Language Sciences, Newcastle University. May 10<sup>th</sup>, 2006).

"Identifying learning difficulties in clinical reasoning for students of health science" (The Language Group, Department of Psychology, University of Glasgow, Feb 4<sup>th</sup> 2005).