

CURRICULUM VITAE

Dr Barbara Howarth – bhowarth@efltutoring.com

Profile

I teach and lecture in English for Academic Purposes (EAP) at Glasgow International College and at the University of Glasgow, UK. I have ten years' experience as an Associate Assessor for Pearson Tests of English and have research experience in the development of online tutorial videos for teaching logical reasoning skills.

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 (spoken dialogue)
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

Employment

English for Academic Purposes (EAP) and Research

2021-Present	The University of Glasgow – Lecturer (part-time) in English for Academic Study
2020-Present	Glasgow International College, Kaplan International Colleges – Tutor in English for Academic Purposes
2014, 2015	The University of Glasgow – Dissertation Supervisor (MEd/MSc TESOL)
2016	The University of Stirling – Dissertation Supervisor (MSc TESOL)
2010-2017	Glasgow International College, Kaplan International Colleges – Tutor in Academic Skills
2014	Durham University – Pre-sessional Tutor in English for Academic Purposes
2010-2013	The University of Glasgow – Tutor in English for Academic Purposes
2008-2010	The University of Strathclyde – Tutor in English for Academic Purposes
2004-2007	Newcastle University – Research Associate in Speech and Language Sciences
2000-2004	The University of Glasgow – Tutorials in Experimental Design in Psychology
2000	The University of Essex – Tutor in English for Academic Purposes

General English

2008	Manchester Academy of English, Lancaster (Summer School) – Tutor in English as a Foreign Language
2007	The University of Manchester (Summer School) – Tutor in English as a Foreign Language
2000	St Giles College, Eastbourne (Summer School) – Tutor in English as a Foreign Language
1995-1998	The University of Essex (WP Management Summer School) – Tutor in English as a Foreign Language
1994	Cambridge University (EF International Summer School) – Tutor in English as a Foreign Language
1991-1993	The British Council, Caracas, Venezuela – Tutor in English as a Foreign Language
1986-1991	Private Language Schools, Greece – Tutor in English as a Foreign Language

Assessment

2021-Present	English3 LLC – Consultant (Examiner)
2008- 2020	Pearson Tests of English - Associate Assessor
2016-2018	Foundation Centre, Durham University – External Examiner (Board of Examiners' Meeting, June).

Skills and Experience

Selected Teaching and Assessment

University of Glasgow: Lecturer engaged in dissertation supervision (MEd/MSc in TESOL); Tutor on pre-sessional courses including English for specific academic purposes (e.g. Accounting and Finance).

Glasgow International College, Kaplan Colleges: Tutor on pre-masters/foundation level modules including English for Academic Purposes, Research Project, Extended English (IELTS preparation).

Pearson Test of English (PTE): Team Leader on PTE General, Spoken paper, monitoring markers assessing all levels (A1 – C2) of the Common European Framework of Reference (CEFR). Marker on the PTE Academic, Written paper with Team Leader role held on the 2012 project.

Selected Talks

IATEFL 2017 “Integrating paraphrasing with note taking: an approach for EAP teachers”.

IATEFL 2015 “Structured tasks for EFL students reading authentic academic texts”.

Research Experience

Newcastle University, ESRC-funded Vicarious Learning PATSy Project (2004-2007): A multi-disciplinary project to design ‘task-directed discussions’ (structured questions) to elicit tutorial dialogues in a web-based training system for speech and language therapists.

University of Glasgow, University-funded PhD (2000-2004): A study of reference in spoken dialogue from a cognitive psychological perspective using an information-gap task ('The Map Task') in video-mediated (cf. face-to-face) discourse.

Materials Review

Oxford University Press, 2011 – 2012: Freelance Reviewer for the following example series:

Oxford English for Academic Purposes: A course in English for Academic Purposes by Edward de Chazal and Sam McCarter (Intermediate, Upper Intermediate and Advanced course books).

Selected Technological Skills

Pearson Tests of English: Use of specialist software packages for online marking and monitoring.

Glasgow International College: Use of Zoom, Moodle, Clevertouch® interactive touchscreen.

Newcastle University (Vicarious Learning PATSy Project): Use of Camtasia for video capture/editing.

References are available on request from:

The Academic Manager (EAP)
Glasgow International College
Kaplan International Colleges
Glasgow, UK

The Senior Lecturer
English for Academic Study Unit
The University of Glasgow
Glasgow, UK

Publications

- 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 16th 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.
- 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
- 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
- Howarth, B. (2017). Integrating paraphrasing with note taking: an approach for EAP teachers. *Paper presented at the 51st Annual International IATEFL Conference and Exhibition, Glasgow, UK, 4-7 April, 2017.*
- Howarth, B. (2015). Structured tasks for EFL students reading authentic academic texts. *Paper presented at the 49th Annual International IATEFL Conference and Exhibition, Manchester, UK, 11-14 April 2015.*
- Howarth, B. (1992). The use of The Phonetic Alphabet in the Classroom. *Workshop presented at the 10th Annual Convention for Teachers of English to Speakers of Other Languages (VenTESOL), Macuto, Venezuela, 23-25th May, 1992.*
- 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.
- 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.
- 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.*
- 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 12th Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Budapest, Hungary, 28 August -1 September 2007.*
- 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 11th 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
- 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.*