

# Information about the Authors

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**Students Writing in the University: Cultural and epistemological issues**

**Edited by Carys Jones, Joan Turner and Brian Street**

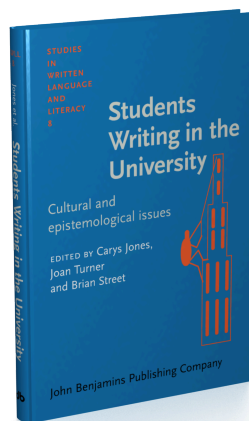
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## Information about the Authors

*Catherine Davidson* is the University Writing Coordinator at Richmond American International University in London. She teaches first year writing and creative writing and runs the Writing Across the Curriculum program. She has written about argument, the use of technology in teaching writing, and the multicultural writing classroom. Her first novel, *The Priest Fainted*, was published in 1998 in the US and the UK.

*Fiona English* heads the English Language Unit at the School of Oriental and African Studies (SOAS) in the University of London. She comes from a TEFL background and has been involved in teaching and teacher training over many years. Her work includes language and academic literacy with both international and British students. She has carried out investigations into children's use of language across the school curriculum and this has influenced much of her current research.

*Brenda Gay* is a Lecturer in Classics within the School of Education at King's College, London. She has wide experience in a variety of schools, having taught all age ranges from infants to university students, as a Head of Classics and a Headmistress. Much of her research has been conducted in close co-operation with practitioners. Her interests include the linguistic analysis of disruptive incidents; gifted children; accountability in education and religion in the independent sector. She has published in these areas.

*Monika Hermerschmidt* is a PhD student at King's College, University of London. Her key research aim is to move towards a deep and complex understanding of learning as a social practice that is closely bound up with issues of language, identity, and power. In 1993 she obtained a Master's degree in English Language Teaching in London. She has taught English for Academic Purposes at Humboldt University in Berlin, and Principles of Writing classes at the American International University in London.

*Carys Jones* is a Lecturer in Language in Education, in the School of Education at King's College London. She has worked in the area of English for Academic Purposes with students from many different backgrounds and in a range of UK and other educational contexts. Her main area of research is in the development of second language use. She has also published about studies into the school experiences of minority ethnic teacher trainees and the role of language in learning.

*Jane Jones* is Head of MFL Initial Teacher Education in the School of Education, King's College London. She has taught languages in primary and secondary schools and co-ordinated several EU Socrates projects and research on language teaching issues, school management and European dimensions. She has published in international journals and edited several volumes on these topics.

*Mary Lea* is a Research Fellow in the Institute of Educational Technology at the Open University. She has worked in a variety of university environments, as both a practitioner and researcher, in the area of student writing in higher education. She is now looking at the implications of the use of new technology for student learning, with a specific focus upon computer conferencing and academic literacies.

*Theresa Lillis* has worked as a teacher for some fifteen years across a range of educational contexts — secondary, Further Education, Adult Education and Higher Education. She completed a PhD in 1998 on making meaning in academic writing and has published articles in the journals *Language and Education* and *RaPAL* (Research and Practice in Adult Literacy). She is currently working as a researcher/lecturer at Sheffield Hallam University and as a tutor with the Open University.

*Graham Low* is Senior Lecturer and Director of the English as a Foreign Language Unit at the University of York. His research interests are currently the use of metaphor, academic literacy and discourse aspects of research methodology. He is particularly interested in ways in which the results of language research can be used to help develop language teaching programmes.

*Mary Scott* is on the staff of the University of London Institute of Education where she is responsible for academic literacy across the Institute. She also offers an MA module in academic literacies and is the course leader of the MA Learning and Teaching of English. She has published papers on academic literacy and on the teaching of English, and has recently been involved, together with Professor Gunther Kress and Dr Nancy Lee, in a research project concerning undergraduate academic writing in universities in the UK and in Hong Kong.

*Brian Street* is Professor of Language in Education at King's College, London University and Visiting Professor of Education in the Graduate School of Education, University of Pennsylvania. He undertook anthropological fieldwork on literacy and education in Iran during the 1970's, and has since written and lectured extensively on literacy practices; in S. Africa, Australia, Canada, the US etc. He is best known for *Literacy in Theory and Practice* (C.U.P. 1985), edited *Cross-Cultural Approaches to Literacy*, (CUP 1993) and brought out a collection of his essays with Longman under the title *Social Literacies* (1995), which was cited in his receipt of the David S Russell award for distinguished research by the National Council for the Teaching of English in the US. He has written six books and published over 60 scholarly articles. He is currently concerned to link ethnographic-style research on the cultural dimension of literacy with contemporary debates in education.

*Alice Tomic*, Senior Lecturer, is Director of the English Language Development Program at Richmond, the American International University in London, where she has designed several innovative courses including a three-tiered English for Academic Purposes/Academic Writing programme for the university. Her research interests include using computers for teaching writing in intercultural communications. She has lectured and published on a wide, international scale and is an Editor of 'Language and Intercultural Communication'.

*Joan Turner* works at Goldsmiths College, University of London, where she is head of the English Language Unit. She has published on cross-cultural pragmatics, conventional metaphor, and academic literacy. Her current research interests include a genealogical perspective on academic conventions and emerging changes in the conventions of academic writing in the human sciences, interrelating with epistemological power shifts.

*Latilla Woodburn* is a part-time tutor in EFL in the English as a Foreign Language Unit, where she teaches a range of specialist support courses in English for Academic purposes. She is also a qualified and practicing counsellor, and has developed counselling approaches used to help the Unit's international students.

