
GENERAL INFORMATION

Website: niallcurry.com | Twitter: [@NiallRCurry](https://twitter.com/NiallRCurry) | Languages: English, French, Spanish

PROFESSIONAL ROLES

Senior Lecturer in Applied Linguistics

Manchester Metropolitan University | 2023 – Present

Assistant Professor (promoted from **Lecturer**, January 2022)

Coventry University | 2019 – 2023

Senior ELT Research Manager (promoted from **ELT Research Manager**, January 2018)

Cambridge University Press | 2017 – 2019

Associate Lecturer and Research Assistant

University of Limerick | 2013 – 2014 & 2015 – 2017

English Language Lecturer

Griffith College Limerick | 2015 – 2016

Lecteur d'Anglais

Université d'Angers | 2014 – 2015

QUALIFICATIONS

Ph.D. in Applied Linguistics

University of Limerick | Pass with no corrections | 2020

Postgraduate Certificate in Academic Practices for Higher Education

Coventry University | Distinction | 2020

M.A. in Teaching English to Speakers of Other Languages

University of Limerick | Distinction | 2015

B.A. in Applied Languages

University of Limerick | First Class Honours | 2013

PUBLICATIONS

Monograph

1. Curry, N. (2021). *Academic writing and reader engagement: Contrasting questions in English, French and Spanish corpora*. Routledge. <https://doi.org/10.4324/9780429322921>

Selected Articles in Peer-Reviewed Journals

1. Curry, N., Baker, P., & Brookes, G. (2024). Generative AI for corpus approaches to discourse studies: A critical evaluation of ChatGPT. *Applied Corpus Linguistics*, 4(1). <https://doi.org/10.1016/j.acorp.2023.100082>
2. Curry, N., & Mark, G. (2024). Using corpus linguistics in materials development and teacher education. *Second Language Teacher Education*, 2(2), 187-208. <https://doi.org/10.1558/slte.25727>.
3. Curry, N., & Mark, G. (2024). Applications of corpus linguistics in language education: Teacher, editor, and assessment developer perspectives. *Research Notes*.
4. Curry, N. (2023). How should digital tools for writing be evaluated? Reflections from digital pedagogies and applied linguistics. *Journal of Academic Writing*, 13(1), 53-58. <https://doi.org/10.18552/joaw.v13i1.970>
5. Curry, N., Kasparkova, A., Ganobcsik-Williams, L., & Gustafsson, M. (2023). Editorial: Thinking outside the academic writing box. *Journal of Academic Writing*, 13(1), ii-v. <https://doi.org/10.18552/joaw.v10i1.968>
6. Curry, N. (2023). Question illocutionary force indicating devices in academic writing: A corpus-pragmatic and contrastive approach to identifying and analysing direct and indirect questions in English, French, and Spanish. *International Journal of Corpus Linguistics*, 28(1), 91-119. <https://doi.org/10.1075/ijcl.20065.cur>
7. Curry, N. (2023). [Review of the book *Fundamental principles of corpus linguistics*, by T. McEnery, & Brezina, V.] *International Journal of Corpus Linguistics*, 28(2), 278-283. doi: <https://doi.org/10.1075/ijcl.00052.cur>
8. Cheded, M., Curry, N., Hopkinson, G., & Gilchrist, A. (2023). Managing precarity at the intersection of individual and collective life: A membership categorisation analysis of conflict and tensions in an online biosocial community. *Organization*, 30(1), 42-64. <https://doi.org/10.1177/13505084221131643>
9. Curry, N., Love, R., & Goodman, O. (2022). Adverbs on the move: Investigating publisher application of corpus research on recent language change to ELT coursebook development. *Corpora*, 17(1), 1-38. <https://doi.org/10.3366/cor.2022.0233>.
10. Ganobcsik-Williams, L., Curry, N., Neculai, C. (2022). Academic writing in times of crisis: Refashioning writing tutor

- development for online environments. *Journal of Academic Writing*, 12(1), 10-21. <https://doi.org/10.18552/joaw.v12i1.887>
11. **Curry, N., & Pérez-Paredes, P.** (2021). Stance nouns in COVID-19 related blog posts: A contrastive analysis of blog posts published in The Conversation in Spain and the UK. *International Journal of Corpus Linguistics*, 26(4), 469-497. <https://doi.org/10.1075/ijcl.21080.cur>
 12. **Curry, N.** (2021). Developing learners as global citizens: Reflections on the affordances of digital pedagogies in language education. *ACROSS – A Comprehensive Review of Societal Studies*, 4(1), 1-11.
 13. Love, R., & **Curry, N.** (2021). Recent change in modality in informal spoken British English: 1990s – 2010s. *English Language and Linguistics*, 25(3), 537-562. <https://doi.org/10.1017/S1360674321000265>.
 14. Love, R., Brookes, G., & **Curry, N.** (2021). BAAL/CUP seminar: “Corpora in applied linguistics: Broadening the agenda”. *Language Teaching*, 55(1), 139-141. [doi:10.1017/S0261444821000331](https://doi.org/10.1017/S0261444821000331)
 15. **Curry, N.** (2019). Learners as Models: the Pedagogical Value of Near Peer Role Models. *Speak Out! Journal of the IATEFL Pronunciation Special Interest Group*, 60, pp. 34-43.
 16. **Curry, N., & Chambers, A.** (2017). Questions in English and French Research Articles in Linguistics: A corpus-based contrastive analysis. *Corpus Pragmatics*, 1(4), pp. 327-350. <https://doi.org/10.1007/s41701-017-0012-0>

Selected Chapters in Edited Volumes

1. **Curry, N., & Pérez-Paredes, P.** (2023). Using corpus linguistics and grounded theory to explore EMI stakeholders’ discourse. In S. Curle, & Pun, J. K. H. (eds.), *Qualitative research methods in English medium instruction for emerging researchers: Theory and case studies of contemporary research* (pp. 45-61). Routledge. <https://doi.org/10.4324/9781003375531-5>
2. **Curry, N.** (2023). Afterword. In M. Leedham, C. Tagg, & Tuck, J. (eds.), *Online pedagogy and the student experience: Teaching applied linguistics and beyond* (pp. 180-184). McGraw-Hill.
3. McCallum, L., & **Curry, N.** (2023). Complexity, accuracy and fluency in writing. In Mohebbi, H. (ed.), *Insights into teaching and learning writing: A practical guide for early-career teachers* (pp. 27-44). Castledown Publishing. <https://doi.org/10.29140/9781914291159 >
4. Pérez-Paredes, P., & **Curry, N.** (2023). Exploring the internationalisation and glocalisation constructs in EMEMUS lecturers’ interviews and focus groups. In E. Dafouz, & Smit, U. (eds.), *Researching English-medium higher education* (pp. 92-116). Routledge. <https://doi.org/10.4324/9781003193852-6>
5. **Curry, N.** (2022). Digital pedagogy and language teaching and learning – from research to practice. In Watkins, P. (ed.), *The better learning research review* (pp. 103-109). Cambridge University Press.
6. **Curry, N.** (2022). On contrastive analysis and language pedagogy: Reimagining applications for contemporary English language teaching. In McCallum, L. (ed.), *English language teaching in the European Union: Theory and practice across the region* (pp. 239-256). Springer. https://doi.org/10.1007/978-981-19-2152-0_14
7. **Curry, N., Clarke, J. & Vincent, B.** (2021). Ponying the Slovos: A parallel linguistic analysis of translations of A Clockwork Orange. In Campbell, I., (Ed.), *Science fiction in translation* (pp. 165-188). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-84208-6_9
8. **Curry, N., & Riordan, E.** (2021). Intelligent CALL systems for writing development: Investigating the use of Write and Improve for developing written language and writing skill. In K. Kelch, P. Byun, S. Cervantes, & Safavi, S. (Eds.), *CALL theory applications for online TESOL education* (pp. 252-273). IGI Global. [10.4018/978-1-7998-6609-1.ch011](https://doi.org/10.4018/978-1-7998-6609-1.ch011)
9. **Curry, N., & Pérez-Paredes, P.** (2021). Understanding lectures’ practices and processes: An investigation of English medium education in a Spanish multilingual university. In M.L. Carrió-Pastor, & Bellés-Fortuño, B., (Eds.), *Teaching language and content in multicultural and multilingual classrooms* (pp. 123-156). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-56615-9_6
10. **Curry, N., & Clark, T.** (2020). Corpus-informed evaluation of examination criteria for MENA. In L. McCallum, and Coombe, C. (Eds.), *The assessment of L2 Written English across the MENA Region: A synthesis of practice* (pp. 359-392). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-53254-3_15

Reports for External and Industry Engagement

1. **Curry, N., & Bouchakour, I.** (2022). Opportunities and barriers in digital pedagogies: towards research-informed guidelines. *Institute of Coding*.
2. **Curry, N.** (2021). *SHAPE education: The future of schools*. Cambridge University Press and Assessment.
3. **Curry, N.** Morgan, S., & Clark, T. (2021). Investigating the validity of the DELTA qualification’s module two online. Submitted to Ofqual on behalf of Cambridge Assessment.
4. Love, R., Brookes, G., & **Curry, N.** (2021). Reporting from “Corpora in Applied Linguistics: Broadening the Agenda”. *BAAL News*, 119 (Summer 2021). British Association for Applied Linguistics.

PLENARIES, INVITED TALKS, CONFERENCE TALKS, AND WORKSHOPS

Selected Plenaries

1. Curry, N. (2024). Critical perspectives on blended TESOL. First Conference on ELT. University of Nizwa, Oman.
2. Curry, N. (2023). Investigating publisher, assessment developer, and teacher application of corpus research to ELT materials and assessment development. Joint International ELT Conference in Korea, Republic of Korea.
3. Curry, N. (2022). Meeting future challenges in language testing and teaching: Building teams, setting goals. Korean

Association of Teachers of English, Republic of Korea.

4. Curry, N. (2022). Teaching language and life competences: Communication and collaboration. TESOL Kuwait, Kuwait.
5. Curry, N. (2021). Corpus linguistics for ELT. IATEFL Poland, Poland
6. Curry, N. (2021). Corpus linguistics: What is it and how can it help with English language teaching and learning? Insights on Demand Conference, UK.
7. Curry, N. (2020). Developing learners as global citizens: Embracing distance learning in language education. Across Cultures: Intercultural Communication in a Borderless World, Romania.
8. Curry, N. (2020). Addressing a unique language learning challenge: Language learning anxieties and virtual classrooms. Cambridge Day Brazil, Brazil.
9. Curry, N. (2020). Developing the critical thinking skills our students need to be effective global citizens for the future. Congress of Methodologists, Poland.
10. Curry, N. (2019). Strategies for overcoming obstacles to language learning success. Cambridge Day Mexico, Mexico.

Selected Invited Talks

1. Curry, N. (2024). Questioning the climate crisis. BAAL Corpus SIG Symposium: Corpus perspectives on crisis discourse. Manchester Metropolitan University, UK.
2. Curry, N. (2023). Unpacking climate crisis discourses across cultures: A contrastive corpus-assisted discourse analysis. Portsmouth University, UK.
3. Curry, N. (2022). A corpus-based contrastive discourse analysis of (para)scientific texts on climate change? Centre for Corpus Approaches to Social Sciences. Lancaster University, UK.
4. Curry, N. (2022). The COVID-19 pandemic: A global phenomenon with a shared understanding? BAAL 2022 Executive Committee Invited Colloquium. Queen's University, UK.
5. Curry, N. (2022). Corpus-based contrastive linguistics, metadiscourse, and the multilingual academy: Methodological and analytical perspectives, Masterclass/In Conversation with Tony McEnery, Xi'an Jiaotong University, China.
6. Curry, N. (2022). Teaching language and life competences: A focus on communication and collaboration. International Conference on Education and Teaching, Iraq.
7. Curry, N. (2021). Corpus linguistics: What is it and how can it help with English language teaching and learning? Sultan Qaboos University, Oman.
8. Curry, N. (2021). Understanding Spanish and English academic writing styles. Escribir Ciencia en Inglés. Escribir con Claridad at the University of Murcia, Spain.
9. Curry, N. (2021). Corpus-based contrastive analysis and reader engagement in academic writing: Methodological and analytical perspectives. UCREL, Lancaster University, UK.
10. Curry, N. (2020). Using AntConc to analyse academic language. IVACS PhD Summer School, Ireland.

Conference Talks and Workshops

I have given conference talks and workshops at international conferences and events in the UK, Ireland, France, Spain, Italy, Germany, Poland, the Netherlands, South Africa, the US, and Japan. Conferences include: CADAAD; CILC; Corpus Linguistics in the South; Global Language and Culture Conference; EWCA; IATEFL; ICAME; International Conference on Corpus Analysis in Academic Discourse; International Contemporary Education Research Congress; International Corpus Linguistics Conference; IRAAL; IVACS; JAECS; Learner Corpus Research; TaLC.

ACADEMIC AND INSTITUTIONAL SERVICE

Selected Academic Board, Committee, and Network Membership

- Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (since 2023).
- Senior Fellow of the Higher Education Academy (since 2023).
- Associate Member of the Centre for Applied Language Studies at the University of Limerick (2020-present).
- Géras International Correspondent (2020-present).
- Member of the Board of Management of Coventry University Press (2021-2023).
- Member of Corpus Linguists at Coventry University (2019-2023).
- Department Representative on the Internal Communications Committee at Coventry University (2019-2023).
- Research Officer for the Online Language Learning Research Network (2017-2019).
- Postgraduate Ethics Officer, Faculty of Arts, Humanities, and Social Sciences, University of Limerick (2015-2019).

SELECTED EDITORIAL AND REVIEWING ACTIVITY

Editorial Roles

- Series Co-Editor, with Anne O'Keeffe, for *Routledge Applied Corpus Linguistics Series*, since 2023. Available [here](#).
- Series Co-Editor, with Anne O'Keeffe, for *Routledge Corpus Linguistics Guides Series*, since 2023. Available [here](#).
- Section Editor for the "Discourse, Genre, and Conversation Analysis" sections of the *Elsevier Encyclopedia of Language and Linguistics*, 2021 – 2026.

- Managing Editor for the *Journal of Academic Writing*, 2019 – 2024. Available [here](#).
- Editor of the *Cambridge Papers in ELT*, 2017 – 2019. Available [here](#).
- Editor of the *OLLReN Research Reviews*, 2017 – 2019.

Editorial Board Memberships

- Member of the Scientific Committee on the *International Journal of English Studies*, since 2022.
- Member of the Scientific Committee on the *Journal of Computer-Assisted Linguistic Research*, since 2022.

Reviewing Activity

- Funding Councils: AHRC | ESRC
- Journals: *Corpora*; *Innovations in Education and Teaching*; *International Journal of Corpus Linguistics*; *International Journal of English Studies*; *Journal of Computer-Assisted Linguistic Research*; *Journal of English for Academic Purposes*; *Lingua*.
- Publishing Houses: Cambridge University Press; Routledge; Bloomsbury; Springer; Palgrave.
- Conferences: AESLA; International Corpus Linguistics Conference; International Research Methods; IRAAL; IVACS; TaLC.

IMPACT AND KNOWLEDGE EXCHANGE

Examples of Impact Work

- Delta Qualification: My research has been used to validate the DELTA qualification for online delivery with Ofqual and QAA.
- Publication Guidelines: My research has been used to develop training materials and language policies for publishers (Cambridge University Press; Coventry University Press) and journals (*Journal of Academic Writing*).
- Equality and Inclusion Framework: My research has been used to facilitate the development of more inclusive language teaching materials at Cambridge University Press.
- Digital Pedagogy Framework and Guidelines: My research has been used to facilitate the development of effective online teaching guidelines at Cambridge University Press and the Institute of Coding.
- Educational Materials: My research has been used to inform coursebooks e.g. *Evolve, Unlock, Talent, Mindset for IELTS, Empower* and lesson plans e.g. [Teenage and adult learners: developing conversation skills through collaborative activities](#).

Engagement with Non-Academic Audiences

- Podcasts: hosted and participated in 6 podcast episodes e.g. [The Speaking Corner](#).
- Press presence: work featured internationally in newspapers and magazines e.g. [El Economista](#).
- Blogs: written 38 practitioner-oriented blogs e.g. [Cambridge University Press and Assessment Profile](#).