

Prof Willfred (WJ) Greyling

Position	Professor
Department	<u>English and Classical Languages</u>
Address	ENGELS EN KLASSIEKE TALE IB 28
Email	<u>greywj.hum@ufs.ac.za</u>
Telephone	+27-(0)51-4012275 3286
Office	FGG 204

Short CV

Willfred Greyling is currently Professor and Head of English at the University of the Free State. He specialises in Applied Language Studies.

He is a graduate of the UFS, completing a D.Litt. in English (1990), and a second M.A. in Psychology (1994). He also completed a Higher Diploma in Education (1980). His other applied linguistics qualifications include a copy-writing course (Chapterhouse, Exeter, 2000), and a TEFL training certificate (Cape Town School of Languages, 1996). He is also a SATI-accredited translator, and was admitted as a sworn translator to the Supreme Court of South Africa in 2000.

He started out as a language teacher at Huguenot High School in Wellington in the Cape Province. He was then appointed lecturer in English at the then UOFS, and seconded to the Bloemfontein Teachers' College where he taught language and language teaching methods for approximately two years. In 1987, he completed an MA in English (on classroom discourse), and was then recalled to the university. After completing a D.Litt. in English on the implications of personal construct psychology for language and literature teaching in 1990, he was promoted to senior lecturer. In 1996, he was promoted to associate professor. In 2001, he became the Head of the Department of English and Classical Languages, and in 2002, he was promoted to full professor. He delivered his inaugural address in June 2003 on the topic, "Applied Language Studies: Pursuing an Applied Competence". He has successfully supervised 9 masters' dissertations and 7 Ph.D. studies. He has published approximately twenty articles in accredited journals, three articles in international journals, and several in non-accredited journals.

He serves on several university portfolio committees, among others, the Language Committee, the Access with Success Portfolio Committee, the Language Proficiency Testing Working Committee, and the Access with Success Working Group.

Area of Expertise

- Applied Language Studies (ALS)
- Interdisciplinary studies: ALS and Personal Construct Psychology
- Classroom discourse studies
- Pragmatics
- Discourse types

Courses Presented

Undergraduate Courses

- ENP212: Classroom discourse and teaching practice
- EAL332: Discourse Analysis for the professions
- MFZ122: Method of English
- MFZ142: Method of English

Postgraduate Courses

- EAL614: Research methodology for Applied Language Studies
- EAL601: Applied Language Studies in English

Publications (Short List)

National

publications

(Accredited) From an analysis of news interview talk to materials production. In *Journal for Language Teaching*, 1998 Vol. 32/3: 211-225.

(Accredited). Pre-empting fragmentation in the language teacher's construct system: Or, part of the proof of the OBE (or any other kind of) pudding is in the classroom discourse. In *Journal for Language Teaching*, 1999 Vol. 33/1: 28-45.

(Accredited). Co-authored with Heyns, P.M. & Esterhuyse, K. Therapist-client discourse as evidence of therapeutic constructs-in-action: The therapeutic styles of Rogers, Perls and Ellis. In *South African Journal of Linguistics*, 1999 Vol. 17/1: 37-57.

(Accredited). Developing a critical-reflective information-management technique for exploring constructs in newspaper editorials in the language classroom. *Journal for Language Teaching*, 2000 Vol. 34/1: 9-22.

(Accredited) Co-authored with Rantsoai, N. Promoting teacher awareness in a Lesotho classroom: Discourse as evidence of teacher constructs-in-action. In *Journal for Language Teaching*, 2000 Vol. 34/3: 285-295.

(Accredited) Co-authored with Brokensha, S.I. Research methodology: A critical-reflective meta-analysis of an applied linguistic study of interview talk. *Journal for Language Teaching*, 2000 Vol. 34/4: 340-354.

(Accredited) Making connections: On fantasy, applied linguistics and outcomes-based education. *Journal for Language Teaching*. 2001 Vol 35/4: 259-277.

(Accredited) Co-authored with Brokensha, S.I. 2003. Consciousness-raising about grammar in the second-language classroom: Utilising authentic samples of learner-learner interaction in a task-based activity. In *Journal for Language Teaching*, 2003, 37/1: 74-91..

(CD Rom publication) 2004. Developing learners' applied competence: Learner constructions of xenophobia. A SAALT CD ROM publication.

(Accredited) 2005. Managing an incorporation at departmental level in the higher education sector: Discourse as a strategic resource. In *South African Journal of Higher Education*. 19/2: 201-213.

(Non-accredited) 2005. Heterogeneity in psychotherapeutic discourse: An analysis of the discourse styles of Rogers, Perls and Ellis. In *Textures*, 18: 8-32. Departmental Journal: English and Classical Languages, UFS.

(Accredited) 2005. Developing learners' applied competence: Language as a strategic resource in organisations. *Journal for Language Teaching*. 39/1: 81-98.

(Accredited) 2005. Constructing interactional floors for language learning ends: Reflecting on a RIEP Teacher-upgrading course sponsored by Transnet. *Journal for Language Teaching*. 39/2: 187-209.

(Accredited) 2006. Co-authored with SI Brokensha. Reflecting on the Who-am-I essay as an integrative learning experience for adult learners. *Journal for Language Teaching*. 40/1: 117-137.

International Publications

with ERIC Clearinghouse on Languages and Linguistics, Washington DC. Conference paper presented at SAALT conference from 4-6 July 1993. Topic: Teacher empowerment - if-then predictions as descriptions of classroom processes. Microfiche copy is lodged with the author.

(1995) (Accredited monograph) Sinclair and Coulthard Revisited: Local-allocational and Global-allocational Turn-taking Mechanisms in the Language Classroom, in L.F. Bouton (ed.) (1995) *Pragmatics and Language Learning*, Volume 6, 1995: pp. 19-46.

(2004) Developing learners' applied competence: Learner constructions of xenophobia. In the *Canadian Journal*, *Notos* Volume 4, Number 2, Winter 2004.