

Curriculum Vitae



Sivakumar Sivasubramaniam

Extraordinary Professor & past Head
Language Education Department
NRF C 2 rated Researcher
Member, NRF Evaluation and Rating Specialist Committee
Faculty of Education,
The University of the Western Cape,
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Executive Committee Member & Reviewer
English Scholars Beyond Borders (ESBB)
ESBB Journal, (**Indexed by Scopus**)

Personal Information

Nationality: Indian

Date of Birth: October 07, 1952

Permanent Resident of Republic of South Africa (RSA)*

Email: sivakumar49@yahoo.com/ ssivasubramaniam@uwc.ac.za

Languages: English (associate first language) Tamil (first language), Hindi (third Language)

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Highest Achievements (Chronology in reverse)

1. Appointed as to serve South Africa's National Research Foundation(NRF) as Panelist on the NRF Evaluation and Rating Specialist Committee (SC)- Education Panel 2 with effect from March 01, 2023 till February 01, 2026.
2. Recipient of Chomsky's Global Connection Shing Star Award for the Journal of English as an International Journal (EILJ) as the Chief Editor of the Journal, December 2022.
3. Recipient of National Research Foundation of South Africa's (NRF) a rating upgrade as "Established Researcher" from C3 to C2 with effect from January 2022 to December 2027.
4. Recipient of Rating as "Established Researcher" under C3 category by the National Research Foundation (NRF) in South Africa, with effect from January 2016 to December 2021.
5. Recipient of St. Bernard's Special Merit Award in 1998 for excellence in teaching and community service, Assumption University, Bangkok, Thailand. (Featured in Assumption University Hall of Fame).

Publications Portfolio

Books-3

Refereed Book chapters -7

Refereed/Peer Reviewed Journal Articles- 26

Edited collections 23

Forewords 23

Publications under preparation - 4

Conference Presentations- 35,

Presented plenaries and workshops in Armenia, Cambodia, India, Japan, Lebanon, Sultanate of Oman, South Africa, South Korea, Taiwan, Turkey, & Vietnam

Postgraduate Thesis Supervisions

MA/ M.Ed. – Completed 17,

PhD- completed- 15, on-going- 8

PhD Theses Examination:10

External Refereeing of MA Theses: 3

MA/ MED Theses Examination: 15

Education

Ph.D. in Applied Linguistics /English Studies supervised by Professor Ronald Carter and co-supervised by Professor Alan Maley.

March 1999 – November 2003 (examined and completed), University of Nottingham, United Kingdom

Graduated: July 8, 2004

Thesis title: An Investigation of L2 Students' Reading and Writing in a Literature –Based Language Programme

My PhD, which is an ethnographic action research project based on 250 hours of classroom work, investigates into the educational practice of reading and writing in a Thai TESOL classroom context along with its implications for social and critical literacy.

Implemented in two iterations, the study deployed personal-response, reader-response approaches to promote expressive and sociocultural models of reading and writing that were meant to address the current poverty of reading and writing endemic in second language education. Rejecting modernist assumptions in second language education and its preoccupations with a scientific/psycholinguistic research tradition, the study undertakes a hermeneutic description of second language learning as a response phenomenon and underscores the urgency to view the phenomenon in interrelated terms with the help of a constructivist/qualitative epistemology.

***** Please see Appendix A for the full text of my thesis abstract**

MA in Linguistics, TESOL, University of Surrey, UK (1993-1997)

MA in English

1973 – 1975, Madras Christian College, University of Madras, India

Major: (Branch vii) English Language and Literature

BA in English

1970 – 1973: Loyola College, University of Madras, India

Research Interests

In keeping with my intensely value-loaded educational foundations, I take an inclusive view of research. My research explores the role of agency, voice and intersubjectivities via response-centred reading and writing practices in L2 that draw on the stimuli and synergies that expressive reading and expressive writing offer. By the same token, I view my research as an antithesis to positivist persuasions that view the teaching and learning of language, especially English, as a psycholinguistic objectivity of inputs and outputs that characterizes it as a quantifiable cognitive deficit or cognitive deposit. In light of this, my epistemic stance views research into language learning not as an approximation to a non-agentive linguistic code, but as a bold act of “border-crossing” by which the language learners make sense of their world and their self. Such a realization is fundamental to decolonizing, dehegemonizing and democratizing the use of English with various modes of competence for celebrating the prevalence of democratic citizenry and social justice. I have steadfastly exercised my epistemic stance in all my doctoral supervisions, my publications both single authored and co-authored with my supervisees, my role as Chief Editor of the Journal of English as an International Language (EILJ) as well as a founding Executive Committee member of English Scholars Beyond Borders (ESBB) and reviewer on the editorial board of the ESBB Journal, a Scopus accredited journal. More importantly, my epistemic stance is well borne out in my keynote addresses/plenaries, paper presentations and workshops at prestigious international conference forums attended by diverse audiences and expert peers from cross continents and cultures. **In light of this, I have addressed all those issues and insights that foster voice and agency and subject hood in my students and how these can accrue via the prevalence and promotion of alternate voice in the discourse of my research writing and classroom repertoire. These, I fervently believe are pivotal to any teaching learning practices in any higher education setting.**

Experience (Chronology in reverse)

**Language Education Department (LED) Faculty of Education,
University of the Western Cape, Western Cape, Republic of South Africa
July 1, 2011-continuing**

1. Extraordinary Professor (January 2018- continuing)

Supervising doctoral students

Running mentoring sessions on the craft and dynamics of doctoral supervision to cohorts of young postgraduate supervisors of the faculty with a special focus on qualitative epistemologies.

******Serving review / specialist rating panels and grant funding panels at South Africa’s National Research Foundation (NRF) as an NRF C2 rated researcher (with effect from January 2022 to December 2027)**

- 2. Professor and Head of LED (January 1, 2016- December 31, 2017)**
- 3. Associate Professor-(July 1, 2011 to December 31, 2015) & Head of LED (August 31, 2011- August 31, 2014)**
- 4. Assistant Professor of Communications (August 12, 2008-June 6, 2011).**
College of Arts and Sciences,
***The Petroleum Institute, Abu Dhabi, UAE**
 (*PI -an Autonomous Science and Technology university in the U.A.E, affiliated to the Colorado School of Mines and the University of Maryland U.S.A. Presently renamed as Khalifa University.)
- 5. Assistant Professor of TEFL & Director,**
Centre for Research and Development in Applied Linguistics and Language Teaching (DCRDALLT) (August 15, 2006-August 10, 2008).
Department of English Programs (DEP), College of Arts and Social Sciences,
***American University of Armenia (AUA), Yerevan, Republic of Armenia.**
 (*Affiliated to University of California, Los Angeles/USA and accredited by WASC)
- 6. Lecturer in English (October 7, 2002- July 12, 2006)**
English Language Centre/College of Arts,
University of Bahrain,
Royal Kingdom of Bahrain
- 7. Lecturer in English (June 1, 1991-October 6, 2002)**
Institute for English Language Education (IELE)
Assumption University, Bangkok,
Thailand
- 9. Senior Master of English (January 1990 – March 1991)**
The Lawrence School
Lovedale, Nilgiris,
India
- 10. Lecturer in English (October 1986-August 1989)**
Institute of Language studies(ILS), Addis Ababa University, Addis Ababa,
Ethiopia
- 11. Principal (September 1986- August 1986)**
Indian National School,
Addis Ababa,
Ethiopia
- 12. Teacher Trainer & Instructor in English (September 1982-August 1985)**
Teacher Training Institute, Nazareth, Shewa Province
Ministry of Education,
Addis Ababa, Ethiopia

***** Record of earlier years' school teaching experience will be available on request**

Courses taught over the past 35 plus years(Chronology in reverse)

University of the Western Cape (UWC)

- Method of English/MTE401 and Scaffolding Texts/SCT 411 to B.Ed. Final year students
- Reading of Adolescent Literature/B.Ed. 752 to B.Ed. Honours students
- Orientations to Teaching and Learning of Language to B.Ed. Honours students
- Method of English Teaching/MTH 412 modules to PGCE students predicated on practices and pedagogies with a strong applied language focus

The Petroleum Institute (PI, now known Khalifa University)

- ESP/EAP task-based, project-based, research- based communication courses to under-graduate students majoring in engineering disciplines
- Writing centre Orientation Course for the writing centre peer tutors

American University of Armenia (AUA)

MA TEFL Core Courses:

- Advanced Methods
- Current Issues in Applied Linguistics
- Advanced Language Assessment
- Qualitative Research Methodology

Certificate in TEFL(CTEFL) Core Courses:

- Introduction to EFL Methods,
- Current Issues in TEFL,
- Teaching Reading and Writing to CTEFL students
- Mini Research Seminar

University of Bahrain (UOB)

1. Teaching Study skill courses to undergraduate students of Arts, Business, Education, and Law
2. Teaching special courses for students majoring in Arts English:
Introduction to the History of the English Language,
Language Development
3. Teaching special courses for students majoring in English Education:
 - Literature and Ideas

- Reading Development for English Language Teachers,
- English Grammar for Teachers of English
- Critical Thinking

Assumption University Bangkok (AU)

- Literature -based General English courses to under-graduate students across the disciplines
- Teaching a core module, “Theory and Practice of Reading” to MA ELT students
- Language and Literature-based critical thinking and reading courses to MBA students
- Teaching EAP to Graduate students of Counselling Psychology and Information Science
- Course on Orientations for Beginners to ELT

University of Addis Ababa

- Freshman EFL Course
- Sophomore EFL Course

****The courses that I have taught so far, I firmly believe, are commensurate with my interdisciplinary background and its translatability to the accrual, prevalence, permeation and promotion of voice, agency, identity and intersubjectivity of my students. In light of this, I believe that my students felt encouraged to view their learning of English as “a lived through response and as an act of border crossing”. By the same token the beliefs and value systems underlying their acts of border crossing helped them make sense of their world and self with a strong sense of agency and voice rather than approximating non-agentively to an asocial linguistic code that is called language learning in a conventionalizing and colonizing sense.*

Please see Appendix B for more on my teaching philosophy and its implications for research.

Participation in Research projects (Chronology in reverse)

I continue to provide epistemic peerage and collaborating in an NRF funded longitudinal project (**SAR 10000000**) in the Faculty’s Centre for African Languages Teaching (CALT) in addition to running workshops for teachers (2020- continuing). I have participated as collaborative researcher

in Early Literacy Development in African Language (ELDAL) funded (**SAR 1000000**) by the national Research Foundation (NRF) in the Republic of South Africa (2016-2019).

I have participated in institutionally funded research into academic competence in collaboration with student co-researchers pursuing project -based language courses. This culminated in a joint presentation with my student researchers and Prof. Roger Nunn (the then Head of my Department) at an international conference hosted by the American University of Sharjah,UAE (3/2011). The presentation, was a sequel to collaborative research focused on “transitivity and epistemic modality” in academic writing examined the role of students’ agency and voice. Most importantly all our research students were Emirati females and this was an unprecedented show of gender equality and empowerment in the male-dominated Emirati society then.

My Research Stance and its Underlying Philosophy

I take an inclusive view of my research as my intensely value-based educational foundations urge me to see research in an embedded, inter-related and situated manner. I view the classroom as a social forum where reading and writing provide interpretive experiences to students. By virtue of being a teacher, I believe that I am better placed than a scientist or a scholar to handle the prospect the classroom and its immediate community provide for engaging in a subjective search for knowledge (Smith, 1989). Such a perception serves to promote subjectivity as a pre-requisite for response and negotiates response into knowledge. Therefore, ‘pedagogy is research carried out with a subjective epistemology’ (Bleich in Cooper, 1985: 270). Such a stance signposts my urgency to question research postures that direct focus and energy to fitting human nature and society into exact rational categories. In light of this, I am acutely aware of how and why research in the bygone era, influenced by the Newtonian view of nature and the Cartesian search for certainty, examined knowledge independent of context. An uncritical acceptance and emphasis of modernist assumptions in our current practices of language/ literacy education has done more harm than good to our student populations. Given that the research data in language/literacy education is usually obtained from human beings, the compulsions to quantify them as seen in a rationalistic epistemology reduce human beings to test scores, mean scores, and experimental objects (Bailey in Byrnes, 1998: 81-82) denying them of their agency and subject hood. For this very reason the conceptualization of language/literacy teaching and learning attempted by the rationalistic – scientific epistemology in quantitative approaches fails to account for the lived through experiences of the teacher and the students (Kohonen et al, 2001). Hence, I do not expect knowledge to come as a product of impersonal procedures designed to support a scientific inquiry at a neutral site. On the contrary, I regard knowledge and its meaning as outcomes of experience in a given social context and at a given time and place (Bleich in Cooper, 1985: 269-272).

***Please see Appendix C For more on my self-assessment of my scholarly outputs/research (Some highlights) & ongoing as well as future research.**

Record of Postgraduate Supervisions & Theses Examination

University of the Western Cape

Completed PhD supervisions

- John Foncha, (South Africa) **Investigating the role of Language in the Identity Construction of Scholars: Coming to Terms with Inter-Cultural Communicative Competence (Completed in November 2012 and graduated in March 2013).**
- Buque, Domingos (Mozambique) **Literacy Programmes in Mozambique: Adults' Motivations, Perspectives and Expectations – the Case of Multilingual Maputo and Pemba Provinces (Completed in May-2013 and graduated in September 2013).**
- Mironko, Beatrice (Rwanda) **Factors Influencing Academic Success in English for Academic Purposes in a Faculty of Science and Technology in Rwanda(Completed in May-2013 and graduated in September 2013).**
- Godfroid Kartalayi (DR Congo) **The DR Congo English State Examination (ESE): Fundamental Validity Issues (Completed in November 2013 and graduated in March 2014).**
- Verbra Frances Pfeiffer (South Africa) **Investigating the Role of Expressive Writing in a Literacy Pedagogy with a Focus on Motivating High School Students to Becoming Better Writers -A classroom-based Ethnographic study (Completed in November 2014 and graduated in March 2015).**
- Ndimurugero Speciose (Rwanda) **Learning English for Academic Purposes in Higher Education in Rwanda: A Case Study of the School of Finance and Banking (SFB) in Rwanda. ***Co-supervising with Professor. Desai. (Completed in February 2016 and graduated in April 2016).**
- Joseph Mukoroli (Namibia) **An Investigation of Academic Writing at the University of Namibia: Engendering an Experiential, Meaningful and Critical Pedagogy for English for Academic Purposes. (Completed and graduated in April 2017).**
- Cathrine Ngwaru (Zimbabwe), **Improving Pre-Service Teacher Development Practices in English as a Second Language through re-in forcing existing structures and processes: A case of Secondary School Teacher Preparation in Zimbabwe (completed and graduated in August 2018).**

- Hamakali Hafeni, (Namibia), **Assessing students in English for Academic Purposes: The role of alternative assessment tools in writing instruction (completed in January 2019 and graduated in March 2019)**
- Laurent Beya Kalala, (DR Congo), **An Appraisal Study of Language Usage and Use for Literacy in Second Language Investigation into English Textbooks Used in the Democratic Republic of Congo. (Completed in January 2019 and graduated in August 2019).**
- Mark Frank, (South Africa) , **An Investigation into English Home Language Teachers use of the English Home Language Textbook in Grade 11 (completed in December 2019 and graduated in April 2020).**
- Mervyn A. Coetzee (South Africa), **Trauma, injustice and identity: an egalitarian and auto-ethnographic approach to analysing students' language narratives (completed in December 2020 and graduated in April 2021).**
- Kondwani Kelvin Mkandawire, (Malawi), **An Investigation of language learning agency in English for Academic Purposes: The Case of the Malawi University of Science and Technology (completed in December 2020 and graduated in April 2021).**
- Leader Hilongwa (Namibia), **Signposting a Reader Response-based Teaching of Literature on Academic Performance: A Case of English Access Course students at the University of Namibia. (Graduated in April 2024).**
- Leena Iitula (Namibia), **Engendering a Socioculturally and Linguistically Responsive Teaching Model: An Exploratory Study of English as a Second Language (ESL) Teachers in Senior Primary Schools of Oshana Region in Namibia. (Graduated in April 2024).**

Ongoing PhD Supervisions

- Martina.B. Ambe (South Africa), **Language as tapestry for elaboration of ideas in a diverse academia: Exploring PGCE students' academic literacy endeavours in a university in South Africa.**
- Lesley Cushman (South Africa), **The Development of English Language Abilities in the South African High School History Classroom and the Sociolinguistic Awareness that Affects Access to Effective Teaching and Learning of History.**

- Nikiwe Nondabula (South Africa), **An Investigation of Grade 12 English Home Language learners' reading of Shakespearean plays for writing development: Growing through responding.**
- Ayanda Siyathula (South Africa), **Exploring Reading Strategies and Intervention Approaches of Six Teachers in Two Grade 3 isiXhosa Home Language Classes in the Western Cape. (Doctoral scholar under the CALT project).**
- Mwanke Tshozhi (South Africa) **An Investigation of isiXhosa Home Language Literacy Curriculum in the Bachelor of Education Foundation Phase Programme with a Critical Focus on Reading and Writing Development (Doctoral scholar under the CALT project).**
- Mukkadam Khaitova (Japan) **An Investigation of Japan-based Students learning English with a Focus on their Agency, Voice, Identity, Subjecthood and Intersubjectivity.**

Completed MEd Thesis Supervisions

University of the western Cape (UWC)

- Godefroid Bantumbandi Katalayi, **The DR Congo English State Examination: Evaluating Context Validity Evidence.” (Graduated with distinction in November 2011).**
- Mark Frank, **Perceived Difficulties in the English Language Classroom and Innovative Ways in Dealing with them in High School. (Graduated with distinction in April 2016).**
- Damilola Ibiwumi Joseph, **A Sociolinguistic Analysis of Language Attitudes and Practices of Bilingual Students at University of the Western Cape (UWC). (Graduated with distinction in April 2016).**
- Parveen Palekar, **Investigating Text Selection and Evaluation in the promotion of reading a Western Cape School Setting. (Completed in December 2016 and graduated in April 2017).**
- Linda Olive Mkaza, **Exploring the potential of digital storytelling in the teaching of academic writing at a higher education institution in the Western Cape. (Completed in December 2019 and graduated in January 2020).**
- Martina Bi Ambe, **Exploring first-year Students' Voice and Subjectivity in Academic Writing at a University in South Africa. (Completed in December 2019 and graduated in January 2020).**

American University of Armenia (AUA)

****The following students have successfully completed their MA TEFL theses under my tutelage and graduated.**

- Ani Arakelyan (2008), **An Investigation of the Influence of Dialogue Journal in an Armenian Setting.**
- Anna Gevorgyan (2008), **Investigating the Dynamics and Outcomes of implementing Differentiated Instruction in an Armenian EFL Setting.**
- Arpine Sargsyan (2008), **Using Literature to promote Language Learning in Armenian EFL Settings: Issues and Insights for Implementation.**
- Hayarpi Papygyan (2008), **An Investigation of Extensive Reading in Armenian EFL Settings: Attitudes, Practices and Procedures of Evaluation.**
- Lilit Petrosyan (2008), **An Investigation of the AUA Graduate Students' Attitudes Towards reading: Coming to Terms with Literacy, Culture and empowerment.**
- Marine Arakelyan (2007), **Motivation as One of the Contributing Personality Factors to Success in the EFL Classroom.**
- Gohar Hovakimyan (2007), **The Roles of teachers and Learners in the English Teaching Classrooms of Armenia.**
- Liana Gregorian (2007), **An Evaluation of the Implementation of the English Language teachers' Professional Portfolio in Armenian EFL Settings.**
- Melissa Brown (2007), **A study of Language, Culture and Interaction in an Extra-Curricular Debate Club.**
- Marina Badalyan (2007), **Task- Based Learning and Students' Motivation in the Armenian Classroom.**
- Lusine Boyajyan (2006), **Use of Hedging Devices in Good and Poor EFL Essay**

Assumption University Bangkok (AU)

****The following student has successfully completed her MA ELT thesis under my tutelage and graduated.**

Ms. Chatsuda Komindr (2002), **A Small-Scale Investigation of the Role of Extensive Reading in the Thai EFL Classroom.**

External Refereeing of MA Theses

- Gobhain, E. A., **ESP in Medical Schools and the Balance between EFL and ELF from Students' Perspective: A Study at Jazan University/ Egypt, July 2011.**

- Paine, M., **Standard v Non-Standard Englishes: Which model are we teaching and why?** Oxford Brookes University, U.K. July 2011.
- Roh, T., **A Study of Language Attitudes through English Accent Evaluations by Koreans in the Philippines**, University of the Philippines, Manila, August 2011.

PhD Thesis Examination

- Roy Pushpa Vilasam Veetil, **Vital Issues in Postcolonial English Language Pedagogy**. Bharathiar University, Coimbatore, India, June 2014.
- Manthekeleng, AK., **A Case Study of Students' First Additional Language Reading and Response in the Faculty of Education at the University of Fort Hare: Eastern cape Province**. University of Fort Hare, Alice, Eastern Cape, South Africa, February 2015.
- Zengele, TSC., **English Language Proficiency Skills of Information and Communication Technologies Foundation Students at a University of Technology: Assessing the Effectiveness of the English Word Power program**. Tshwane University of Technology, Pretoria, South Africa *** Also acted as the candidate's viva voce Examiner on February 26, 2016.
- Kepe, MH., **Building a Reading Culture among Grade 12 Learners in an English First Additional Language Classroom: The Case of One High School in King William's Town Education District**. University of Fort Hare Alice, Eastern Cape, South Africa, October 2016.
- Mathew, M.L., **English Language Reading Anxiety: The Effect of Semantic Mapping Strategy on Secondary School ESL Learners of Puducherry**. Puducherry University India. November 2016.
- Ntombekhaya Princess, C., **English Second Language Learning with Technologies: A Case Study of a University in the Eastern Cape**. Tshwane University of Technology, Pretoria, South Africa *** Also acted as the candidate's viva voce Examiner on May 10, 2017.
- Moyo, J., **Face Validity in ESP Courses: A Survey of Engineering Learners and Practitioners at a University in Gauteng Province, South Africa**. Tshwane University of Technology, Pretoria, South Africa, September 2017.
- Pattanaik, D.K., **Poetic Techniques of Seamus Heaney: A Critical study**. VSS University of Technology, Odisha, India, May 2021.

- Tlowane, M.C., **Towards a Framework of improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace.** Cape Peninsula U university of Technology, Cape Town, South Africa, June 2021.
- Fabian Angelo Webster Meyers., **ESL Students' Perceptions and Experiences of Academic Writing in a Blended Learning Context: A Survey of a South African Technical and Vocational Education and technology College.** Tshwane University of Technology, Tshwane, South Africa, May 2023.

MA/ MED Theses Examination

- Thembisa Mushipe, **Teacher Perceptions and Practices Regarding a Text Based Approach to English (L2) Writing Instruction in Grade 6: A South African Case Study,** University of the Western Cape, Bellville, Western Cape , South Africa, March 2015.
- Qunita Kemende Wunseh, **Identity Construction through English Second Language Learning: A Case Study of French Speaking Students at the University of the Western Cape,** University of the Western Cape, Bellville, Western Cape, South Africa, July 2014.
- Lehlohonolo Victor Motkae, **Multilingual Nutrition Labeling and Consumers' Health in South Africa: An Impact Assessment,** Tshwane University of Technology, Pretoria, South Africa, May 2014.
- Olanrewaju, **Cohesion and Coherence as Discourse Markers in the English Narrative Essays of Undergraduate Students in Gautang Province,** Tshwane University of Technology, Pretoria, South Africa, December 2012.
- Shanali Candice Govendaer, **On the fringes of a diaspora: An Appraisal of the literature on language diaspora and globalization in relation to a family of Tamil-speaking, Sri Lankan migrants to South Africa,** University of Cape Town, South Africa, September 2012.
- Ancyfrida Prosper, **What do Grade 1 learners write? A study of Literacy Development at a Multilingual Primary School in the Western Cape.** University of the Western Cape, South Africa, July 2012.
- Nonhlanhla Shandu, **Digital Literacy: ICT Integration in English First Additional Language Teaching.** University of the Western Cape, South Africa, January 2012.

- Anahit Atoyán, **The Importance of Appropriate Peer Review Techniques in Armenian EFL Writing Courses.** The American University of Armenia, July 2008.
- Susanna Sargsyan, **Implementing Intercultural Learning in the EFL/ ESL Learning Context.** The American University of Armenia, July 2008.
- Veronica Moiseenko, **Reflective EFL Teacher Education in Armenia.**The American University of Armenia, July 2007.
- Gohar Minasyan, **The Effect of First Language and Age on Second Language Acquisition.** The American University of Armenia, July 2007.
- Anahit Melkonyan, **Developing Presentation Skills with Secondary School Students in Armenia.** The American University of Armenia, July 2008.

Scholarly Publications

Books

1. *M.A. Coetzee & Sivasubramaniam, ***Trauma, Injustice and Identity: Investigating an Egalitarian and Autoethnographic Approach to Analysing Students' Personal Language Narratives*** (July 2024) Ethics International Press, UK.
2. J.W. Foncha, S.Sivasubramaniam, J.Adamson & Nunn, R; ***Investigating the Role of Language in the Identity Construction of Scholars: Coming to Terms with Inter-Cultural Communicative Competence.*** (July 2016) (Preface written by Professor Ronald Carter of Nottingham University, U.K.) Cambridge Scholars.
3. R.Nunn & Sivasubramaniam. S., (Eds) ***From Defining EIL Competence to Designing EIL Learning.*** (July 2011) S. Korea: Asian EFL Journal Press, A Division of Time Taylor International.

In-house publication

“New Horizons in English Language Training”

An instructional guide/reference manual for the teacher trainees at the Education Ministry's Teacher Training Institutes (TTI) Ethiopia, July, 1985.

Refereed Book Chapters

1. *Frank. M. & Sivasubramaniam.S. ***A Case for the English Home Language Textbook: A South African Perspective in the Further Education Training (FET) Phase in High School.*** In Acar. A., (Eds) (2021), Training Social Actors in ELT. Akademisyen Kitabevi A.S. Ankara, Turkey.

2. *Frank.M. & Sivasubramaniam.S. *Common Barriers in One High School in the Further Education Training (FET) Phase: Looking at the Past Gaining in the Future.* In Acar. A., (Eds) (2021), Training Social Actors in ELT. Akademisyen Kitabevi A.S. Ankara, Turkey.
3. *Pfeiffer.V.F. & Sivasubramaniam. S. *First Year Students: Using Expressive Writing to Cope with Trauma.* In Witruck. E. (Eds) (2016), Dyslexia and Traumatic Experience. Peter Lang, Germany.
4. S. Sivasubramaniam, “*Signposting a Socially Aligned Approach to Second/ Foreign Language Education: Issues and Insights for Teaching and Research.*” In Reddy. V. & Marathe. S. (Eds) (April 2015) Language Teaching Matters (A Festschrift volume) Hyderabad, India: EMESCO.
5. S. Sivasubramaniam, “*Articulating an Alternate Voice in Language Teaching Research.*” In Nunn.R. and Adamson. J. (Eds). (June 2009) Accepting Alternative Voices in EFL Journal Articles. S. Korea: Asian EFL Press.
6. S. Sivasubramaniam, “*Extensive Reading as Semiotic Mediation: a Celebration of Lived through Experiences.*” In Cirocki. A, (Ed) (June 2009), Extensive Reading in English Language Teaching. Munich: Lincoln-Europa.
7. S. Sivasubramaniam, “*Anchoring Literature in Extensive Reading Programmes: Issues and Insights for Promoting Intersubjectivity in the Classroom.*” In Cirocki. A, (Ed) (June 2009), Extensive Reading in English Language Teaching. Munich: Lincoln-Europa.

Refereed /Peer-reviewed Journal Publications

1. T.M El-Sakran & Sivasubramaniam.S, The Role of Understanding Visuals in Store Names, *ESBB-English Schoalrs Beyond Borders, Vol.10, Issue 1, 2024*
2. V.S. Thakur, S.Sivasubramaniam &Ali Sulaiman, M.A, **Creating Critical Spaces for Meaningful Education through Newspapers: Drawing best out of waste in EIL classrooms**, *Journal Of English as an International Language, Vol.18, Issue 1, 2023.*
3. Sivasubramniam. S, **Negotiating Curriculum or Negating Curriculum: Student-teachers Crossing Borders to Shape their Voice and Identity.** *ESBB-English Scholars Beyond Borders, Vol.6, Issue 1, 2020*
4. V. Nomlomo, S. Stofile & S. Sivasubramaniam ‘**Unmasking Foundation Phase teachers’Identities: Implications for early literacy development in isiXhosa (**an outcome of NRF funded longitudinal research)** *South African journal of Education, Vol. 38. No.4, 2018.*

5. Sivasubramaniam .S, **A Working funeral for One Right Reading: Joining a Confederacy of Readers.** *ESBB- English Scholars Beyond Borders, Vol.3, Issue 1, 2017.* Sivasubramaniam. S,
6. *V. Pfeiffer & Sivasubramaniam.S, **Exploration of self-expression to improve L2 writing skills.** *Perlinguam, Vol.32 (2) 2016.*
7. *J.W. Foncha & Sivasubramaniam.S. **Learners and Teachers' Perspectives on First Additional/L2 Language learning as social practice in the diverse community of the University of Western Cape.** *International Journal of Educational Sciences, Vol.9 (1), 2015.*
8. Sivasubramaniam. S., **Maximizing EIL Competence through Students' Agency, Voice and Inter-subjectivity.** *ESBB- English Scholars Beyond Borders, Vol.1, Issue 1, 2015.*
9. *G.B. Katalayi. & Sivasubramaniam.S. **The Construct Validity of a Reading Test Based on Narrative Texts.** *Journal of Language Teaching and Research, Vol.6, no.1, 2015.*
10. *G.B. Katalayi. & Sivasubramaniam.S. **A Context-based Perspective to Investigating the Construct Validity of Reading Assessment.** *Mediterranean urnal of Social sciences, Vol.5, No.17, 2014.*
11. *Foncha, J.W. & Sivasubramaniam, S., **The Links between Intercultural Communication Competence and Identity construction in the UWCommunity.** *Mediterranean Journal of Social sciences, Vol.5, No.10, 2014.*
12. Sivasubramaniam. S., **Folktales in Language classrooms.** *South African Journal for Folklore Studies, Vol.23, No.1, 2013.*
13. *S. Arpine. & Sivasubramaniam. S., **Implementing Literature in Armenian EFL Setting: An Ethnographic Study.** *Asian EFL Journal, Vol.15, No.3, 2013.*
14. *G.B. Katalayi. & Sivasubramaniam.S. **Careful Reading versus Expeditious Reading: Investigating the Construct Validity of a Multiple-choice Reading Test.** *Theory and Practice in Language Studies, Vol.3, No. 6 2013.*
15. *I.Gyulazyan. & Sivasubramaniam. S., **The ELP as a Tool for Democratising Language Teaching.** *Journal of English as an International Language, Vol.7, No.1. 2012.*

16. S. Sivasubramaniam, '**Constructivism in EIL: Issues and Insights for Teaching of EIL.**' *Journal of English as an International Language*, Vol.6, No.1. 2011.
17. S. Sivasubramaniam, '**Democratizing and Dehegemonizing Literature in the Service of language Education: Endeavours of Empowerment**'. *Armenian Anglistika Folica*, Vol.6, No.2.2009.
18. L.Bilton & Sivasubramaniam.S, '**An Inquiry into Expressive Writing: A Classroom-Based Study**' *Language Teaching Research*, (with L.Bilton) Vol.13, No.3 2009.
19. S. Sivasubramaniam, '**Responding to Reading: Issues and Insights for Promoting Agency, Voice and Subjecthood in Reading and Assessment**' *Asian EFL Journal*, Vol. 11, No.1, 2009.
20. *T. Sakhyan & Sivasubramaniam.S, '**The Difficulties of Armenian Scholars trying to Publish in International Journals.**' *ABAC Journal*, Vol.28, No.2. 2008.
21. S. Sivasubramaniam, '**A Practitioner's Perceptions on Assessment: Emerging Narratives of Teacher Empowerment**' *Foreign Languages in Armenia*, Issue 2, 2007.
22. S. Sivasubramaniam, '**Attempting a Well-defined Choice of Texts in Literature-Based EFL/ESL Settings: An Act of Teacher Empowerment**' *Thai TESOL Bulletin*, Vol. 19, No.2, 2006.
23. S. Sivasubramaniam, '**Promoting the Prevalence of Literature in the Practices of Foreign and Second Language Education: Issues and Insights**' *Asian EFL Journal*, Vol. 8, No.4, 2006.
24. S. Sivasubramaniam, '**Signposting a Turnaround for Literature in Mainstream EFL/ESL: A Personal Enrichment Approach**' *Thai TESOL Bulletin*, Vol. 19, No. 1, 2006.
25. S. Sivasubramaniam, '**A Book Review of "Now Read On" McRae, J. and Vethamani, M. 2000 London: Routledge**' *English Teacher*, Vol.3, No.3, 2000.
26. S. Sivasubramaniam, '**Text-Based Focus in a Literature-Based Approach to Language Teaching**' *The English Teacher*, Vol. 1, No.3, 1996.

* *Publications co-authored with my Doctoral and Masters' students to foster their voice, agency, identity and intersubjectivity in them.*

Submissions under preparation

- An Expressivist Process Approach to Academic Writing.
- Becoming and Being Expressive Writers by Crossing Borders.
- Revisiting Children's Writing: From Involvement to Assessment.

***Please see Appendix D for edited journal collections and forewords**

Conference Presentations

1. ***Keynote Address: Reading Response Questionnaires: Filling Readers' Void with Readers' Voice***, ITC ESBB Conference, Universitas Kristen Indonesia (UKI), Jakarta, Indonesia November 15-17, 2023.
2. ***Workshop: Responding to Reading: An Empowering Act of Semiotic Mediation***, ITC ESBB Conference, Universitas Kristen Indonesia (UKI) Jakarta, Indonesia, November 15-17, 2023.
3. ***Keynote Address: Dehegemonizing and Democratizing English: Coming to Terms with Global Commons by Border Crossing***, ESBB-TDTU-ITC-2022: ESBB-TDTU International TESOL Conference, Ton Duc Thang University, Ho Chi Minh City, Vietnam. December 9-10, 2022.
4. ***Plenary Address: A Transactional Approach to Using Literature in Language Teaching***, ESBB-TDTU-ITC-2022: ESBB-TDTU International TESOL Conference, Ton Duc Thang University, Ho Chi Minh City, Vietnam. December 9-10, 2022.
5. ***Plenary address via zoom: A Transactional Approach to Reading for Transformative Practices in Language Teaching***, Online ESBB-Dhofar University International Conference 2021 entitled: Crossing Borders of Scholarship for Teaching and Learning English: Remapping Routes and Building Bridges, Salalah, Oman, December 4-5, 2021.
6. ***Keynote address via zoom: Engendering a Culture of Wellbeing During the COVID 19 Pandemic: Coming to Terms with an Ecological Perspective and Dialogism in Language Education***, International conference on Pandemic Pedagogies in Language Education, Christ University, Bangalore, India, October 29, 2021.
7. ***Plenary cum workshop via zoom: Poetry in the Language Classroom***, English Language Teachers Association of India (ELTAI) Pune Chapter Webinar series, Pune India, September 20, 2020.

8. **Plenary Address via zoom: *Fostering a Culture of Wellbeing During the COVID 19 Pandemic: Coming to Terms with our Voice, Agency and Inter-relatedness***, International Series on Global Perspectives on Education in COVID-19 Times: Challenges & Opportunities, Kanya Maha Vidyalaya, Jalandhar, India, August 10-16, 2020.
9. **Plenary Address: *Fostering Imagination and Creativity in the EFL Classroom***, IES & English Scholars Beyond Borders (ESBB) 6th Annual Convention, Kanya Maha Vidyalaya, Jalandhar, India, March 6-8, 2019.
10. **Plenary Address: *An Expressivist Process Approach to Academic Writing***, English Scholars Beyond Borders (ESBB) 5th Annual Convention, Toyama, Japan, March 23-25, 2018.
11. **Plenary Address: *Negotiating Curriculum or Negating Curriculum: Student- teachers Crossing Borders to Shape their Voice and Identity***, English Scholars Beyond Borders (ESBB) 4th Annual Convention, Leeds, UK June 29-July 1/2017.
12. **Plenary Address: *Becoming and Being Expressive Writers by Crossing Borders*** English Scholars Beyond Borders (ESBB) 3rd Annual Convention, Taichung, Taiwan May 19-22/2016.
13. **Plenary Address: *Working Funeral for One Right Reading: Joining a Confederacy of Readers***. English Scholars beyond Borders (ESBB) 2nd Annual Convention, Bangkok, Thailand, February 5-7/2015.
14. **Plenary Address: *Maximizing EIL Competence through Students' Agency, Voice and Inter-subjectivity***. English Scholars beyond Borders (ESBB) 1st Annual Convention, Izmir, Turkey, March 19-22/2014.
15. **Paper, *"Folklore in Language Classrooms."*** 12th Biennial International Conference of the South African Folklore Society (SAFOS) Tshwane University of Technology, Pretoria, Republic of South Africa, September 19- 21, 2012.
16. **Poster session, *"Anchoring Constructivism in Language Teacher education: Issues for Promoting Student Teachers' Voice and Agency."*** Higher Education South Africa (HESA) Teacher Education Conference, the University of Pretoria, Pretoria, Republic of South Africa, September 17-18, 2012.
17. **Joint Paper**, Nunn, R., & Sivasubramaniam, S., Guefrachi, Y., Tariq, A., Al Shami, H. (2012) ***"Establishing Voice and Agency in Students' Writing."*** In Sharda, R.S. (Ed.) Hans Raj Mahila Maha vidyalaya, Mahatma Hans Raj Marg, Jalandhar, India: Proceedings of International Conference on English Language & Literary Studies, March 9-10, 2012.

18. **Joint Paper**, Nunn, & R. Sivasubramaniam, S. (with 3 undergraduate students of the Petroleum Institute/PI: Yasmine Guefrachi, Hadeel Al Shami & Ayesha Tariq), ***“Researching Competent Texts with Competent Students.”*** The Middle East – North Africa Writing Centres Alliance (MENAWCA 2011) Conference at American University of Sharjah, in Sharjah, UAE, February 17-18, 2011.
19. **Plenary Address: “Calling Attention to Constructivism in ELT.”** AELTA 11th Annual Convention, Yerevan, Armenia, October 31, 2009.
20. **Paper, “Signposting a Socially Aligned Approach to Language: Issues and Insights for Teaching and Research.”** Fifth CAM TESOL Annual Convention, Phnom Penh, Cambodia, February 21, 2009.
21. **Plenary Address: “Democratizing and Dehegemonizing Literature in the Service of Language Education: Endeavours of Empowerment.”** Second International Conference of the Armenian Association for the Study of English (AASE), Yerevan, Armenia, October 18, 2007.
22. **Paper, “Qualitative methodology: Interpretations for Empowerment.”** Graduate Studies seminar organized by the College of Health Sciences at American University of Armenia, Yerevan, Armenia, March 14, 2007.
23. **Workshop, “The How and Why of Expressive-Process Approach to EFL.”** Peace Corps Armenia Teacher training Convention, Yerevan, Armenia, November 20, 2006.
24. **Plenary Address: “Changes and Challenges in ELT.”** AELTA Annual Convention, Yerevan, Armenia, November 18, 2006.
25. **Paper, “A Practitioner’s Perceptions on Assessment: Emerging Narratives of Teacher Empowerment.”** First Annual Conference of the International Language Testing Association (ILTA), Armenia Chapter, Yerevan, Armenia, November 11, 2006.
26. **Paper, “The Prevalence of Literature in Language Education: A Prospect, Reality and Response.”** Staff Seminar, Department of English Language and Literature, University of Balamand, Tripoli, Lebanon, January 20, 2006.
27. **Workshop, “Relocating the Journal in the EFL Classroom.”** Twenty-second Annual Thai TESOL Convention, Chiangmai, Thailand, January 2002.
28. **Workshop, “Critical Thinking in the EFL Classroom.”** American University Alumni Conference, Bangkok, Thailand, October 2001.
29. **Workshop, “Poetry in the EFL Classroom.”** Twenty-first Annual Thai TESOL Convention, Bangkok, Thailand, January 2001.

30. *Workshop, “The Use of Imagination and Creativity.”* Twentieth Annual Thai TESOL Convention, Khonkhaen, Thailand, January 2000.
31. *Paper, “Investigating Students’ Journals in an Action Research Study.”* Second pan-Asian Conference on Language Teaching, Seoul, S. Korea, October 1999.
32. *Workshop, “Critical Language Awareness in the EFL Classroom.”* Nineteenth Annual Thai TESOL Convention, Bangkok, Thailand, January 1999.
33. *Workshop, “Teacher-Mediated Learner Autonomy.”* Eighteenth Annual Thai TESOL Annual Convention, Hatyai, Thailand, January 1998.
34. *Workshop, “The Use of Figurative Language in the EFL Classroom.”* First Pan-Asian Conference on Language Teaching, Bangkok, Thailand, January 1997.
35. *Workshop, “The Use of Representational Materials.”* Sixteenth Thai TESOL Annual Convention, Pattaya, Thailand, January 1996.

Intramural Services in support of Institutional Citizenship **(Chronology in reverse)**

University of the Western Cape (UWC)

- Served on the Faculty Higher Degrees Committee (EDUHD)
- Served on the Faculty General Appointments Committee (EFGAPC)
- Served on the Faculty Senate (FS)
- Served on the Faculty Executive Management Committee (EDUMC)
- Served on the Senate Library Committee (SLC)&Senate Research Committee (SRC)
- Served as Faculty Senate representative on the Senate Research Committee (SRC)
- Served on Mentoring Committee for Postgraduate students on Erasmus Mundus exchange programme

The Petroleum Institute (PI)

- Served on the Committee for Training Writing Centre Peer Tutors
- Served on the Arts and Sciences Citations Committee

American University of Armenia (AUA)

- Served on the DEP’s Advisory Board and the Faculty Senate
- Served on the Faculty Senate Ethics and grievance Committee as Convenor

Addis Ababa University

- Served on the Freshman English Testing Committee
- Served on the Sophomore English Testing Committee

External Engagements (voluntary)

- November 1995- October 2002: Served the **Thailand TESOL Executive Committee** in the capacities of **Secretary and Chair, SIG Literature and Literacy**.
- August 2006 – August 2008: Served the **Armenian English Language Teachers' Association (AELTA) as Special Adviser**.
- September 2006-August 2008: served as **Teacher Development Consultant for Peace Corps Armenia**.
- December 2006 – January 2019: Served on the **Editorial Board of the Asian EFL Journal, a prestigious international refereed (formerly Scopus indexed) journal**. Since August 2007, I have served the journal as one of its **Associate Editors** and in this capacity, I oversaw and coordinated editorial reviews and submissions across the world (at least 30 papers in a year on language teaching), supervised rewrites of papers accepted for publication in addition to providing advisory to the Senior Executive/Associate Editor on submissions that qualify for acceptance as well as rejection.
- August 25, 2010- December 2023 Served as **Chief Editor of the Journal of English as an International Language (EILJ), an international refereed journal (indexed in ERIC and ERIHPlus)**. In this capacity, I have screened, and coordinated editorial reviews and submissions across the world (at least 40 on **pedagogies, practices and critical issues in English as an International Language** in a year). This entailed my supervising and scrutinizing rewrites of papers accepted for publication in addition to providing both acceptance notification and rejection advisory to the authors. Furthermore, I have overseen the final production stages of the journal's issues twice a year and written a 1500 -2500 word Foreword for each of the 22 issues.
- January 15, 2014- Serving as an **Executive Committee Member of the English Scholars Beyond Borders (ESBB)**, a league of leading academics in English from across the globe, who promote a heterogeneous global English Speech Community.
April 01, 2014 - Serving on the **Editorial Board of the ESBB Journal (A Scopus indexed journal)**

Referees (All may be contacted any time without my prior knowledge)

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Appendix A

PhD Thesis Abstract

The study investigates the use of literature in the EFL classroom. It aspires to generate an understanding of the strong relationship between the teaching of language and the teaching of literature to students whose mother tongue is not English, thereby illustrating how a recognition of the varied ways in which language and literature are related and integrated, could offer benefits to the EFL classroom. By addressing linguistic methodological and motivational issues and the corresponding values that accrue out of them, the research appraises the use of theme-based literary texts in EFL settings as a means of promoting L2 reading and writing in a full-fledged literature based EFL curriculum.

The process of investigation uses the stimulus and support provided by the theme-based literary texts to lay the basis for language development which appear to concur with a constructivist view of literature (Carter and Long, 1991; Collie and Slater, 1987; Lazar, 1993; McRae, 1991; Rosenblatt, 1978; 1995). In upholding a constructivist view of literature, the research hypothesized that the use of literature in the EFL classroom will not only increase the proficiency of the learner in the use of target language but will also help build character and emotional maturity in them (Gwin, 1990).

The investigation uses a qualitative methodology centred on ethnographic action research to study and describe the dynamics and outcomes of an L2 phenomenon activated by the use of literature in the EFL classrooms, and to understand that phenomenon from the perspective of participants (i.e., the students of the literature-based language programme). The students were administered a four-stage longitudinal language programme which needed 240 hours of classroom work to complete in the time span of four semesters. The open-ended procedures used in the study not only promoted classroom interaction but also prepared the way for a contact between literature and experience. The students were administered course-based tests in addition to a comprehensive exam at the end of stage 4 in the programme.

The findings indicate that the students benefited by the different activities used to promote multiple reading, tentative understanding, provisional interpretation and enjoyment of the literary texts. The test scores support these indications. Based on the low fail and the drop-out rate, it could be said that the use of literature has provided the students with the motivation to explore, develop and challenge meanings and ideas for communication. Taking a holistic view of the findings, the study affirms the use of literature in the educational practice of reading and writing. Such an affirmation underscores the centrality and essentiality of literature in the language classroom and its efficacy in reversing rote learning and illiteracy in society.

Appendix B

Statement of Teaching Philosophy and its Implications for Research

My intensely value-based educational foundations urge me to see teaching and research in an embedded, inter-related and situated manner. In light of this, the following statement, which signposts my philosophy of teaching and research underpins my epistemology.

My PhD, which is an ethnographic action research, investigates into the educational practice of reading and writing in an EFL/ESL classroom context and its implications for social and critical literacy. The study, which is a longitudinal classroom investigation, attempts a hermeneutic description of second language learning as a response phenomenon via the use of literature and underscores the urgency to view the phenomenon in interrelated terms with the help of a constructivist epistemology.

An uncritical acceptance and emphasis of modernist assumptions in our current practices of language education has done more harm than good to our student populations. Furthermore, the hegemony of a psycholinguistic/scientific research tradition in foreign and second language settings has reduced our students to statistical entities on spreadsheets denying them of their agency and subjecthood. Consequently, the research preoccupations with a psycholinguistic objectivity of inputs and outputs have neither enhanced our understanding of how and why our students learn a foreign/second language the way they do nor has it helped us come to terms with the social and cultural dimensions of their language learning. To the contrary, such preoccupations have promoted an unwholesome and asocial view of learning and living much to the detriment of language and literature education.

If the educational practices of teaching language and literature is to bring about constructive social change, empowerment and democratic citizenry, it should provide substantial opportunity for our students to engage with it emotionally and aesthetically. Only then will our students realize the beneficial impact of their interpretive and imaginative abilities in the use of their language and only then, will our students realize the immediacy and primacy of their meaning creations through their use of language. Such endeavours and outcomes are not only vital to our students' language development but are also crucial to their emotional and intellectual development without which they will be defenceless in a world characterized by a culture of categorical stupidity and illiteracy.

The current prevalence of bibliometric quantification calculable thinking, statistical data and the use of information technology in quantitative studies appear to promote objective, value free and atemporal knowledge of language development as the ultimate goal of language teaching research. Such a position contradicts what we experience in real life situations and contexts because our knowledge of daily living and learning is eminently subjective and unmistakably value-laden. Therefore, it is a naivety to say that knowledge should be value-free if it is to be objective as the need to be value-free is in itself not free of value.

I wish to highlight below the pedagogical, procedural and attitudinal implications of my philosophy/vision. It is meant to:

- Evoke respect for students' intuitions, beliefs and values in order to bring about a positive reinforcement rather than a negative reinforcement in the teaching-learning processes and practices.
- Promote the prevalence of social apprenticeship. This can encourage students to

personalize conventional/prescriptive wisdom and deduce current relevance. This can help them problematize knowledge through the multi-voice discourse of the classroom and bring about a positive reinforcement in the classroom as an evolving community of readers, writers, thinkers and active citizens.

- Shift from “**monologic discourse**” to a “**multi-voice discourse**”. This can foster students’ voice and agency and go a long way in promoting the evolution of well-informed educators rather than a proliferation of “**parrot repeaters**” at any higher education setting.
- Inspire and encourage students to puzzle through/try out alternate route of inquiry/understanding for social advancement.
- Help/challenge/inspire/encourage students to problematize conventional knowledge for proposing alternate routes of understanding. This can help students to personalize knowledge for fostering of voice and agency. As a result, they will be better equipped to face up to the ever-changing dialectics of their social environment.
- Inform and influence non-formal modes of assessment which would be wholly cognizant and supportive of students’ attempts at learning and its outcomes. This can help facilitate a motivational shift from the oppressive/regimented practices of ‘standardization’ to those that envisage ‘creativity’ as the mainstay of all human learning experiences.

In light of the above indicated issues, my colleagues following open dialogue/ecological and social justice approaches accruing from my vision will be able to:

- Articulate the social nature of human beings/their respective students.
- Function as facilitative/associative agents for creating meanings anew/afresh.
- Assign centrality to the involvement of human agency and celebrate the voice of their students and in doing so, celebrate their own voice as well.
- Transform the lived through experience of their students as well as theirs into an adventure of significance and drama.
- Discourage a transmission model of learning.
- Encourage a cooperative and collaborative model of learning.
- Motivate learners to take risk with their learning.
- Invite learners to propose meaning intrinsic: centrifugal meanings and knowledge as a way of teaching them lifelong learning strategies/skills.

Appendix C

A Self-assessment of my Scholarly Outputs/Research (Some highlights)

The scholarly outputs in my portfolio (indicated in this CV) constitute a spectrum of hermeneutic inclusivity, which draws its stimulus and synergy from my background in Applied Linguistics and English studies. The accruing interdisciplinarity, I believe, has equipped me with the confidence and clarity to foster an alternate voice for describing the uniqueness of individual perceptions both from the participants' point of view and mine as well in my scholarly publications. As my scholarly focus operates at the interface of language teaching and the reading of literature and writing about it, my outputs assign immediacy and primacy to the dynamics of response. In light of this, my outputs are filled with discursive narratives in which I use my autobiographical knowledge about language teaching and the beliefs, intuitions and values that underlie it. The ensuing research stance of mine not only challenges and eschews the reductive interpretations that center on testing specific hypotheses related to narrow observations of linguistic or other types of human behaviour, but also espouses research, which by being unequivocally subjective and dialectical, includes different and even opposing perspectives of the same phenomenon to investigate issues of position, voice, agency, identity and representation.

In keeping with my inclusive view of research, my current voluntary international roles as Chief Editor for the Journal of English as an International Language (EILJ) since July 2010 and immediate past Associate Editor for Asian EFL Journal (AEJ) from January 2007 till April 2019 can help attest to my involvement in facilitating research and scholarly publications in the domains of Applied Linguistics, EAP, ELT and TESOL and EIL. EILJ and AEJ are two high profile Scopus indexed journals (operating in Asia) devoted to research in EIL, EAP, EFL, ELT and TESOL and enjoy a world-wide following. Each of the 22 issues of EILJ I have so far produced carry a 1500-to-2500-word Foreword, which critically appraise the papers featured in them as bold epistemic exercises for upholding a heterogeneous global English speech community predicated on heterogeneous modes of competence. By the same token, my Foreword(s) should be viewed as decolonizing narratives.

I wish to reiterate that my research while emphasizing the relevance of post-modernist/post-colonial sensibilities, views our world of daily living in terms of uncertainty, ambiguity and indeterminacy. Based on this position I believe that the understanding of the phenomenon discussed in my scholarly outputs signify the discourses available to me for first person narratives. Given the abject paucity of such narratives in language/literacy teaching research, the stance underlying my outputs have the potential to demonstrate the efficacy of using language in such a way that it relates subjective perceptions of social reality as a basis for producing meaning in the educational practices of language/literacy teaching and research.

My scholarly outputs were meant to synthesize as well as synchronize the affiliable and affinitive aspects of sociocultural theory as well as Bakhtinian and Vygotskian perspectives to socially-attuned conceptualizations of response-centred reading and writing practices that

signpost the power and promise of centrifugal meanings rather than espousing centripetal meanings characteristic of positivist persuasions and its attendant asocial ramifications in research into educational practices. The issues and insights articulated in my scholarly narratives assume particular centrality, immediacy and primacy to any undertaking in language and literacy development given its sheer translatability to researching into teaching learning practices in higher education. In other words, the bidirectionality that operates between the educational practices of teaching and researching into language, literature and literacy should help signpost the commonalities and complementarities that exist between them and their permeability to developmental agendas in higher education.

In sum and spirit, I believe that my interdisciplinary background and the translatability my scholarly repertoire evidenced in my research outputs over the years can be gainfully applied to teaching learning practices as well as research in higher education, especially in the domains of education and social sciences. It can help sustain beneficial student-centred teaching learning practices directed at the development of some of the most important intellectual and affective process such as internalized knowledge, analogical thinking and inference, perspective taking, empathy, critical analysis and the generation of insight, which are fundamental to the prevalence and permeation of voice, agency and subject-hood in the educational practices that engender voice, agency, identity and intersubjectivity for fostering social justice and social inclusion. Notwithstanding all that I have voiced above, I wish to reiterate that my epistemic stance and scholarly outputs are well placed to dehegemonize and democratize the colonizing knowledge constructions of the privileged as my epistemic stance and scholarly outputs are fundamentally antithetical to the ugly absolutes of imperialism in research, which has fomented pseudo-meritocratic tendencies and exacerbated social injustice and exclusion that we continue to see not only in the New South Africa (NSA) but also farther afield.

Ongoing and Planned Future research

As articulated in this CV, the principal focus and stance of my research is to challenge the hegemony of positivist persuasions and their unhealthy preoccupations with the issues of generalisability and replicability in my field as it has failed to account for the prevalence of agency, voice and inter-subjectivities that operate in my/our classroom settings. It is only with such a resolute stance can I check and counter ‘the prescriptivism and essentialism’ (Cangarajah, 1999, p.196) that have harmed our educational practices of language/literacy teaching as well as stultified our students and us. Traditional SLA theorists as well as Chomskyan linguists appear to conceptualize competence and proficiency as approximation to a linguistic code rather than a phenomenon in which learners cross the border of their first language into a second in order to reconstruct their selves and world. This is because researchers, policy-makers as well as teachers, in the rationalist/positivist tradition believe that competence in language learning is synonymous with closure-focused task(s) aimed at producing determinate/fixed meanings/outcomes, which are universal, measurable and quantifiable and therefore, justifiable.

The abject paucity of alternate narratives and discourses for demolishing the very notions of atemporal knowledge, value-free knowledge in favour of contextualized knowledge and value-loaded knowledge in my domains of inquiry has created a gap. The gap is rather

conspicuous in the practices of higher education in the New South Africa (NSA) as well as farther afield. This has precluded us/ me from attempting student-centred as well as socially attuned conceptualizations of competence which would by pointing out how their resistance to the dominant discourse of English can provide the stimuli and synergy for them to foster their voice, agency and inter-subjectivities in developing themselves. In light of this, my vision for the next five years is to foster and augment a scholarly spectrum of hermeneutic inclusivity, which will be amenable to promoting/ popularizing a diverse range of research issues and interests that underlie our teaching of English as an international language (EIL) rather than as one, which is a specific cultural derivative of a homogeneous speech community. To this end, I would like to use my scholarly acumen as well as my advisory/ executive editorial roles to promote research which will capture the quintessential aspects of learning EIL as a lived through experience and articulate the centrality of a constructivist/hermeneutic understanding of my students' language development and qualitative/interpretive epistemologies in EIL. In view of this, I have under my tutelage doctoral supervisees both from South Africa as well as Sub-Saharan Africa who are pursuing some of the afore-mentioned research themes.

I wish to explore the following research themes because I fervently believe that these themes are consistent with an eclectic humanism that can accrue from the hermeneutic inclusivity that I have referred to earlier:

- Reader Response in EIL/ESL/TESOL
- Critical Reading and Critical Literacies
- Imaginative Writing as a Basis for Rhetorical Maturity
- Identity Constructions for Constructive Social Change via the Learning of EIL/EFL/ESL
- Identity Constructions in Teacher Education
- The Use of Interpretive Reading and Writing in EAP
- Literature in EIL/ESL
- Ecological and Experiential Approaches to the Teaching of Language & Literature
- The Use of Response Journals in Language Education/Language Teacher Education
- The Use of Mastery-Models in EIL/ESL Testing Frameworks
- Text-Based Approaches to Academic Reading and Writing
- Reading-Teacher Development
- Figurative Language and its Educational Implications
- Narratives for Alternate Voice in Language Teaching Research

****** The issues and insights articulated in the above furnished narratives assume particular centrality, immediacy and primacy to any undertaking in language and literacy development given their sheer translatability to teaching learning practices in higher education. In other words, the bi-directionality that operates between the educational practices of teaching and researching into language, literature and literacy should help signpost the commonalties and complementarities that exist between them and their permeability to developmental agendas in higher education. In sum and spirit my repertoire accruing via the themes mentioned above can be gainfully applied to teaching learning practices as well as doctoral supervisions/research in higher education, especially in the domain of humanities and social sciences.**

Appendix D

Edited Journal collections:

- S. Sivasubramaniam (2011) (Ed) Journal of English as an International Language, *Vol.6, No.1. (100 pages).*
- S. Sivasubramaniam (2011) (Ed) Journal of English as an International Language, *Vol.6, No.2. (120 pages).*
- S. Sivasubramaniam (2012) (Ed) Journal of English as an International Language, *Vol.7, No.1. (107 pages).*
- S. Sivasubramaniam (2012) (Ed) Journal of English as an International Language, *Vol.7, No.2. (120 pages).*
- S. Sivasubramaniam (2013) (Ed) Journal of English as an International Language, *Vol. 8, No.1. (110 pages).*
- S. Sivasubramaniam (2013) (Ed) Journal of English as an International Language, *Vol. 8, No.2. (101 pages).*
- S. Sivasubramaniam (2014) (Ed) Journal of English as an International Language, *Vol. 9, No.1. (121 pages).*
- S. Sivasubramaniam (2014) (Ed) Journal of English as an International Language, *Vol. 9, No.2. (116 pages).*
- S. Sivasubramaniam (2015) (Ed) Journal of English as an International Language, *Vol. 10, No.1. (103 pages).*
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