Cassi Liardet
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Biography

Cassi is an Applied Linguist with a particular interest in social semiotics and Systemic Functional Linguistics (SFL). Her research generally focusses on academic literacy and writing for research purposes (e.g., ERPP). After compiling the *Chinese Learner Longitudinal Corpus* (CLLC; 2009-2013), she went on to develop the *Macquarie Longitudinal Learner Corpus* (MQLLC; 2014-2018). Findings from these projects have informed several publications on the deployment and development of grammatical metaphor, a key linguistic resource necessary for achieving the diverse demands of academic discourse.

Cassi's more recent research projects have explored higher degree research candidates' experiences preparing their doctoral theses and specifically, the unique challenges associated with preparing a thesis-by-publication. Her current project, *Benchmarking Success*, revisits undergraduate student writing, examining the benchmarks disciplinary experts employ when assessing texts as more or less successful.

Qualifications

1 Jan 2018 HDR Supervision Orientation 2018-2020, HDR30

10 Feb 2014 HDR Supervision Training (Historic Record), HDR99

Employment

Senior Lecturer

Senior Lecturer

Department of Linguistics

Macquarie University

1 Jan 2021 → present

Research output

Co-authorship between doctoral students and supervisors: motivations, reservations, and challenges
Wang, J., Liardet, C., Lum, J. & Riazi, M., Apr 2024, (Accepted/In press) In: Higher education research & development.

Lebanese EMI instructors' role identity and teaching practices
Abouzeid, R., Liardet, C. & Khachan, V., 1 Nov 2023, (E-pub ahead of print) In: Journal of English-Medium Instruction. 21 p.

Navigating the transition into higher degree research: an exploration of candidates' experiences
Liardet, C. L., 9 Jun 2023, (E-pub ahead of print) In: The Australian Educational Researcher. 18 p.

Grammatical metaphor across disciplines: variation, frequency, and dispersion
McGrath, D. & Liardét, C., Jan 2023, In: English for Specific Purposes. 69, p. 33-47 15 p.

A corpus-assisted analysis of grammatical metaphors in successful student writing
McGrath, D. & Liardét, C., Mar 2022, In: Journal of English for Academic Purposes. 56, p. 1-12 12 p., 101090.

Monograph v. manuscript: exploring the factors that influence English L1 and EAL candidates' thesis-writing approach
Liardét, C. L. & Thompson, L., 23 Feb 2022, In: Higher Education Research and Development. 41, 2, p. 436-449 14 p.

Trump vs. Trudeau: exploring the power of grammatical metaphor for academic communication
Liardét, C. L. & Black, S., May 2020, In: Journal of English for Academic Purposes. 45, p. 1-14 14 p., 100843.

Towards specialized language support: an elaborated framework for Error Analysis
McDowell, L. & Liardét, C., Jan 2020, In: English for Specific Purposes. 57, p. 16-28 13 p.

An emic approach towards designing a diagnostic assessment task for higher degree research students
Riazi, A. M. & Liardet, C., 2020, *Studies and essays on the learning, teaching, and assessing L2 writing in honour of Alister Cumming.* Riazi, A. M., Shi, L. & Barkaoui, K. (eds.). London: Cambridge Scholars Publishing, p. 365-393 29 p.

"So and so" says, states and argues: a corpus-assisted engagement analysis of reporting verbs
Liardét, C. L. & Black, S., Jun 2019, In: Journal of Second Language Writing. 44, p. 37-50 14 p.

Defining formality: adapting to the abstract demands of academic discourse
Liardét, C. L., Black, S. & Bardetta, V. S., Mar 2019, In: Journal of English for Academic Purposes. 38, p. 146-158 13 p.

Japanese materials scientists' experiences with English for research publication purposes
McDowell, L. & Liardét, C. L., Jan 2019, In: Journal of English for Academic Purposes. 37, p. 141-153 13 p.

'As we all know': Examining Chinese EFL learners' use of interpersonal grammatical metaphor in academic writing
Liardét, C. L., Apr 2018, In: English for Specific Purposes. 50, p. 64-80 17 p.

Nominalization and grammatical metaphor: Elaborating the theory
Liardét, C. L., 1 Oct 2016, In: English for Specific Purposes. 44, p. 16-29 14 p.

Grammatical metaphor: Distinguishing success
Liardét, C. L., 1 Jun 2016, In: Journal of English for Academic Purposes. 22, p. 109-118 10 p.

'According to ... ': analysing learner development of referencing and evidence integration
Liardét, C. & Black, S., 2016, In: English Australia Journal. 31, 2, p. 45-71 27 p.

Academic literacy and grammatical metaphor: mapping development
Liardét, C., 2015, In: TESOL international journal. 10, 1, p. 29-46 18 p.

A 'speedful development': academic literacy in Chinese learners of English as a foreign language
Liardét, C. L., 2014, *Corpus analysis for descriptive and pedagogical purposes.* Gotti, M. & Giannoni, D. S. (eds.). Bern, Switzerland: Peter Lang, p. 303-324 22 p. (Linguistic Insights: studies in language and communication; vol. 200).

An exploration of Chinese EFL learner's deployment of grammatical metaphor: Learning to make academically valued meanings
Liardét, C. L., Jun 2013, In: Journal of Second Language Writing. 22, 2, p. 161-178 18 p.

A corpus-assisted study of Chinese EFL learners' development of academic literacy
Liardet, C., Mar 2013, (Unpublished) 401 p.