

# Teaching English for Academic Purposes

masters option

View Online



---

[1]

Academic Word List - School of Linguistics and Applied Language Studies - Victoria University of Wellington: <http://www.victoria.ac.nz/lals/resources/academicwordlist/>.

[2]

Aguilar, M. 2004. The peer seminar, a spoken research process genre. *Journal of English for Academic Purposes*. 3, 1 (Jan. 2004), 55–72.  
DOI:[https://doi.org/10.1016/S1475-1585\(03\)00043-2](https://doi.org/10.1016/S1475-1585(03)00043-2).

[3]

Alexander, O. et al. 2008. *EAP essentials: a teacher's guide to principles and practice*. Garnet Publishing Ltd.

[4]

Alexander, O. et al. 2008. *EAP essentials: a teacher's guide to principles and practice*. Garnet Publishing Ltd.

[5]

Alexander, Olwyn et al. 2008. *EAP essentials: a teacher's guide to principles and practice*. Garnet.

[6]

Alexander, Olwyn et al. 2008. *EAP essentials: a teacher's guide to principles and practice*.

Garnet.

[7]

Alexander, Olwyn et al. 2008. EAP essentials: a teacher's guide to principles and practice. Garnet.

[8]

Alexander, Olwyn et al. 2008. EAP essentials: a teacher's guide to principles and practice. Garnet.

[9]

Allwright, D. 2003. Exploratory Practice: rethinking practitioner research in language teaching. *Language Teaching Research*. 7, 2 (Jun. 2003), 113–141. DOI:<https://doi.org/10.1191/1362168803lr118oa>.

[10]

Allwright, Dick 2009. *The developing language learner: an introduction to exploratory practice*. Palgrave Macmillan.

[11]

Atkinson, D. 1997. A Critical Approach to Critical Thinking in TESOL. *TESOL Quarterly*. 31, 1 (Spring 1997). DOI:<https://doi.org/10.2307/3587975>.

[12]

A.W., B. *Teaching in a Digital Age*.

[13]

Badger, R. and White, G. 2000. A process genre approach to teaching writing. *ELT Journal*. 54, 2 (Apr. 2000), 153–160. DOI:<https://doi.org/10.1093/elt/54.2.153>.

[14]

Badger, R. and White, G. 2000. A process genre approach to teaching writing. *ELT Journal*. 54, 2 (Apr. 2000), 153–160. DOI:<https://doi.org/10.1093/elt/54.2.153>.

[15]

Banerjee, J. and Wall, D. 2006. Assessing and reporting performances on pre-sessional EAP courses: Developing a final assessment checklist and investigating its validity. *Journal of English for Academic Purposes*. 5, 1 (Jan. 2006), 50–69. DOI:<https://doi.org/10.1016/j.jeap.2005.11.003>.

[16]

Basturkmen, H. 2010. *Developing courses in English for specific purposes*. Palgrave Macmillan.

[17]

Basturkmen, H. 2010. *Developing courses in English for specific purposes*. Palgrave Macmillan.

[18]

Basturkmen, H. 2016. Dialogic interaction. *The Routledge Handbook of English for Academic Purposes*. K. Hyland and P. Shaw, eds. 152–164.

[19]

Basturkmen, Helen 2006. *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates, Publishers.

[20]

Becher, T. 1989. *Academic tribes and territories: intellectual enquiry and the cultures of disciplines*. Society for Research into Higher Education & Open University Press.

[21]

Becher, T. 1994. The significance of disciplinary differences. *Studies in Higher Education*. 19, 2 (Jan. 1994), 151–161. DOI:<https://doi.org/10.1080/03075079412331382007>.

[22]

Becher, T. 1981. Towards a definition of disciplinary cultures. *Studies in Higher Education*. 6, 2 (Jan. 1981), 109–122. DOI:<https://doi.org/10.1080/03075078112331379362>.

[23]

Bell, Roger T. 1981. *An introduction to applied linguistics: approaches and methods in language teaching*. Batsford.

[24]

Benesch, S. 1996. Needs Analysis and Curriculum Development in EAP: An Example of a Critical Approach. *TESOL Quarterly*. 30, 4 (Winter 1996). DOI:<https://doi.org/10.2307/3587931>.

[25]

Benson, P. 2007. Autonomy in language teaching and learning. *Language Teaching*. 40, 01 (Jan. 2007). DOI:<https://doi.org/10.1017/S0261444806003958>.

[26]

Biber, D. et al. 2009. *Register, genre, and style*. Cambridge University Press.

[27]

Biber, D. et al. 2002. Speaking and Writing in the University: A Multidimensional Comparison. *TESOL Quarterly*. 36, 1 (Spring 2002). DOI:<https://doi.org/10.2307/3588359>.

[28]

Biber, Douglas et al. 2002. *Longman student grammar of spoken and written English*. Longman.

[29]

Biber, Douglas 2006. University language: a corpus-based study of spoken and written registers. J. Benjamins.

[30]

Biggs, J.B. et al. 2011. Teaching for quality learning at university: what the student does. McGraw-Hill/Society for Research into Higher Education/Open University Press.

[31]

Biglan, A. 1973. The characteristics of subject matter in different academic areas. Journal of Applied Psychology. 57, 3 (1973), 195–203.

[32]

Bitchener, J. and Knoch, U. 2010. The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation. Applied Linguistics. 31, 2 (May 2010), 193–214. DOI:<https://doi.org/10.1093/applin/amp016>.

[33]

Bloom's taxonomy: <http://www.learningandteaching.info/learning/bloomtax.htm>.

[34]

Bloomsbury - Academic Writing:  
<http://www.bloomsbury.com/uk/academic-writing-9781441112361/>.

[35]

Borg, S. 2003. Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Language Teaching. 36, 2 (Apr. 2003), 81–109. DOI:<https://doi.org/10.1017/S0261444803001903>.

[36]

Bourdieu, Pierre et al. 1994. Academic discourse: linguistic misunderstanding and professional power. Polity.

[37]

Breen, M.P. 1987. Contemporary Paradigms in Syllabus Design. Part I. Language Teaching. 20, 02 (Apr. 1987). DOI:<https://doi.org/10.1017/S0261444800004365>.

[38]

Breen, M.P. and Littlejohn, A. 2005. Classroom decision-making: negotiation and process syllabuses in practice. Cambridge University Press.

[39]

Brown, J.D. and Ebooks Corporation Limited 2016. Introducing needs analysis and English for specific purposes. Routledge.

[40]

Brown, J.D. and Ebooks Corporation Limited 2016. Introducing needs analysis and English for specific purposes. Routledge.

[41]

Bruce, I. 2008. Cognitive genre structures in Methods sections of research articles: A corpus study. Journal of English for Academic Purposes. 7, 1 (Jan. 2008), 38–54. DOI:<https://doi.org/10.1016/j.jeap.2007.12.001>.

[42]

Bruce, I. 2009. Results sections in sociology and organic chemistry articles: A genre analysis. English for Specific Purposes. 28, 2 (2009), 105–124. DOI:<https://doi.org/10.1016/j.esp.2008.12.005>.

[43]

Bruce, Ian, 1953- 2011. Theory and concepts of English for academic purposes. Palgrave Macmillan.

[44]

Byram, Michael and Morgan, Carol 1994. Teaching-and-learning language-and-culture. Multilingual Matters.

[45]

Charles, M. et al. eds. 2009. Academic writing: at the interface of corpus and discourse. Continuum.

[46]

Charles, M. et al. 2016. Introducing English for academic purposes. Routledge.

[47]

Chen, J. and Intaraprasert, C. 2014. Reading Strategies Employed by University Business English Majors with Different Levels of Reading Proficiency. English Language Teaching. 7, 4 (Mar. 2014). DOI:<https://doi.org/10.5539/elt.v7n4p25>.

[48]

Coffin, C. 2003. Teaching academic writing: a toolkit for higher education. Routledge.

[49]

Coffin, C. and Donohue, J.P. 2012. Academic Literacies and systemic functional linguistics: How do they relate? Journal of English for Academic Purposes. 11, 1 (Mar. 2012), 64–75. DOI:<https://doi.org/10.1016/j.jeap.2011.11.004>.

[50]

Coffin, C. and Donohue, J.P. 2012. English for Academic Purposes: Contributions from systemic functional linguistics and Academic Literacies. Journal of English for Academic Purposes. 11, 1 (Mar. 2012), 1–3.

[51]

Cooper, A. and Bikowski, D. 2007. Writing at the graduate level: What tasks do professors actually require? *Journal of English for Academic Purposes*. 6, 3 (Jul. 2007), 206–221. DOI:<https://doi.org/10.1016/j.jeap.2007.09.008>.

[52]

Cottrell, Stella 2011. *Critical thinking skills: developing effective analysis and argument*. Palgrave Macmillan.

[53]

Cottrell, Stella 2001. *Teaching study skills and supporting learning*. Palgrave.

[54]

Cottrell, Stella 2013. *The study skills handbook*. Palgrave Macmillan.

[55]

Critical Thinking Movement: 3 Waves: 2011.  
<http://www.criticalthinking.org/pages/critical-thinking-movement-3-waves/856>.

[56]

Critical Thinking: Where to Begin:  
<http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796>.

[57]

Davidson, B.W. 1998. Comments on Dwight Atkinson's 'A Critical Approach to Critical Thinking in TESOL': A Case for Critical Thinking in the English Language Classroom. *TESOL Quarterly*. 32, 1 (Spring 1998). DOI:<https://doi.org/10.2307/3587906>.

[58]

Davies, M. and Barnett, R. 2015. The Palgrave handbook of critical thinking in higher education. Palgrave Macmillan.

[59]

Dexter, Phil et al. 1999. Learner independence worksheets 2. IATEFL.

[60]

Dick Allwright Developing Principles for Practitioner Research: The Case of Exploratory Practice. The Modern Language Journal. 89, 3, 353–366.

[61]

Ding, A. et al. 2017. The English for academic purposes practitioner: operating on the edge of academia. Palgrave Macmillan.

[62]

Dr Armin Krishnan What are Academic Disciplines? Some observations on the Disciplinarity vs. Interdisciplinarity debate.

[63]

Duff, P.A. 2010. Language Socialization into Academic Discourse Communities. Annual Review of Applied Linguistics. 30, (Mar. 2010), 169–192.  
DOI:<https://doi.org/10.1017/S0267190510000048>.

[64]

Durrant, P. 2014. Discipline and Level Specificity in University Students' Written Vocabulary. Applied Linguistics. 35, 3 (Jul. 2014), 328–356.  
DOI:<https://doi.org/10.1093/applin/amt016>.

[65]

Ellis, Gail and Sinclair, Barbara 1989. Learning to learn English: a course in learner training: learner's book. Cambridge University Press.

[66]

Ferris, D. 1998. Students' Views of Academic Aural/Oral Skills: A Comparative Needs Analysis. *TESOL Quarterly*. 32, 2 (Summer 1998). DOI:<https://doi.org/10.2307/3587585>.

[67]

Flowerdew, J. and Costley, T. eds. 2017. *Discipline-specific writing: theory into practice*. Routledge.

[68]

Flowerdew, J. and Peacock, M. eds. 2005. *Research perspectives on English for academic purposes*. Cambridge University Press.

[69]

Flowerdew, J. and Peacock, M. eds. 2005. *Research perspectives on English for academic purposes*. Cambridge University Press.

[70]

Flowerdew, John 1994. *Academic listening: research perspectives*. Cambridge University Press.

[71]

Flowerdew, L. 2005. Integrating traditional and critical approaches to syllabus design: the 'what', the 'how' and the 'why?' *Journal of English for Academic Purposes*. 4, 2 (Apr. 2005), 135–147. DOI:<https://doi.org/10.1016/j.jeap.2004.09.001>.

[72]

Gardner, S. and Nesi, H. 2013. A Classification of Genre Families in University Student Writing. *Applied Linguistics*. 34, 1 (Feb. 2013), 25–52. DOI:<https://doi.org/10.1093/applin/ams024>.

[73]

Gass, S.M. et al. 1985. Input in second language acquisition. Newbury House.

[74]

Gieve, Simon and Miller, Inés K. 2006. Understanding the language classroom. Palgrave Macmillan.

[75]

Gillett, A. et al. 2006. Assessing the effectiveness of EAP programmes. BALEAP.

[76]

Gillett, A. and Weetman, C. 2005. Investigation of the perceived usefulness of a StudyNet group discussion facility by students in higher education. Journal for the Enhancement of Learning and Teaching. 2, 1 (2005), 36–43.

[77]

Gillett, A.J. 1989. Designing an EAP Syllabus: English Language Support for Further and Higher Education. Journal of Further and Higher Education. 13, 2 (Jun. 1989), 92–104. DOI:<https://doi.org/10.1080/0309877890130210>.

[78]

Green, B.A. and Andrade, M.S. 2010. Guiding principles for language assessment reform: A model for collaboration. Journal of English for Academic Purposes. 9, 4 (Dec. 2010), 322–334. DOI:<https://doi.org/10.1016/j.jeap.2010.06.003>.

[79]

Groom, N. 2005. Pattern and meaning across genres and disciplines: An exploratory study. Journal of English for Academic Purposes. 4, 3 (Jul. 2005), 257–277. DOI:<https://doi.org/10.1016/j.jeap.2005.03.002>.

[80]

Hamp-Lyons, L. and Condon, W. 2000. Assessing the portfolio: principles for practice, theory, and research. Hampton Press, Inc.

[81]

Helen Basturkmen, Author Vitae 2002. Negotiating meaning in seminar-type discussion and EAP. Negotiating meaning in seminar-type discussion and EAP. 21, 3 (2002), 233–242.

[82]

Horowitz, D.M. 1986. What Professors Actually Require: Academic Tasks for the ESL Classroom. TESOL Quarterly. 20, 3 (Sep. 1986). DOI:<https://doi.org/10.2307/3586294>.

[83]

Humphreys, G. and Wyatt, M. 2014. Helping Vietnamese university learners to become more autonomous. ELT Journal. 68, 1 (Jan. 2014), 52–63.  
DOI:<https://doi.org/10.1093/elt/cct056>.

[84]

Hunston, S. 2002. Corpora in applied linguistics. Cambridge University Press.

[85]

Hyland, K. 2016. Academic publishing and the myth of linguistic injustice. Journal of Second Language Writing. 31, (Mar. 2016), 58–69.  
DOI:<https://doi.org/10.1016/j.jslw.2016.01.005>.

[86]

Hyland, K. 2012. Disciplinary identities: individuality and community in academic discourse . Cambridge University Press.

[87]

Hyland, K. 2006. English for academic purposes: An advanced resource book. Taylor &

Francis.

[88]

Hyland, K. 2006. English for academic purposes: an advanced resource book. Routledge.

[89]

Hyland, K. 2016. Teaching and researching writing. Routledge.

[90]

Hyland, K. and Bondi, M. eds. 2006. Academic discourse across disciplines. Peter Lang AG.

[91]

Hyland, K. and Hamp-Lyons, L. 2002. EAP: issues and directions. Journal of English for Academic Purposes. 1, 1 (Jan. 2002), 1–12.

DOI:[https://doi.org/10.1016/S1475-1585\(02\)00002-4](https://doi.org/10.1016/S1475-1585(02)00002-4).

[92]

Hyland, K. and Hyland, F. 2006. Feedback on second language students' writing. Language Teaching. 39, 02 (Apr. 2006). DOI:<https://doi.org/10.1017/S0261444806003399>.

[93]

Hyland, K. and Sancho Guinda, C. eds. 2012. Stance and voice in written academic genres. Palgrave Macmillan.

[94]

Hyland, K. and Shaw, P. eds. 2016. The Routledge handbook of English for academic purposes. Routledge Handbooks Online.

[95]

Hyland, Ken 2000. *Disciplinary discourses: social interactions in academic writing*. Longman.

[96]

Hyland, Ken 2000. *Disciplinary discourses: social interactions in academic writing*. Longman.

[97]

Hyland, Ken 2006. *English for academic purposes: an advanced resource book*. Routledge.

[98]

Hyland, Ken and Hyland, Fiona 2006. *Feedback in Second Language Writing: Contexts and Issues*. Cambridge University Press.

[99]

Internationalisation, higher education and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan | TeachingEnglish | British Council | BBC:  
[https://www.teachingenglish.org.uk/article/internationalisation-higher-education-growing-demand-english-investigation-english-medium?\\_ga=2.227124890.646124926.1546860984-134281338.1540228783](https://www.teachingenglish.org.uk/article/internationalisation-higher-education-growing-demand-english-investigation-english-medium?_ga=2.227124890.646124926.1546860984-134281338.1540228783).

[100]

J Dearden English as a medium of instruction – a growing global phenomenon.

[101]

Jordan, R. R. 1997. *English for academic purposes: a guide and resource book for teachers*. Cambridge University Press.

[102]

Jordan, R.R. 1997. English for academic purposes: a guide and resource book for teachers. Cambridge University Press.

[103]

Jordan, R.R. 1989. English for Academic Purposes (EAP). Language Teaching. 22, 03 (Jul. 1989). DOI:<https://doi.org/10.1017/S026144480001483X>.

[104]

Kettle, M. 2017. International student engagement in higher education: transforming practices, pedagogies and participation. Multilingual Matters.

[105]

Lai, S.-F. et al. 2013. Strategically Smart Or Proficiency-Driven? An Investigation Of Reading Strategy Use Of EFL College Students In Relation To Language Proficiency. Contemporary Issues in Education Research (CIER). 6, 1 (Jan. 2013). DOI:<https://doi.org/10.19030/cier.v6i1.7606>.

[106]

Lave, J. and Wenger, E. 1991. Situated learning: legitimate peripheral participation. Cambridge University Press.

[107]

Lea, M.R. and Street, B.V. 1998. Student writing in higher education: An academic literacies approach. Studies in Higher Education. 23, 2 (Jan. 1998), 157-172. DOI:<https://doi.org/10.1080/03075079812331380364>.

[108]

LearnEnglish | British Council | Genre Families: <https://learnenglish.britishcouncil.org/>.

[109]

Lynch, Brian K. 1996. Language program evaluation: theory and practice. Cambridge University Press.

[110]

Macaro, E. et al. 2018. A systematic review of English medium instruction in higher education. *Language Teaching*. 51, 01 (Jan. 2018), 36–76.  
DOI:<https://doi.org/10.1017/S0261444817000350>.

[111]

Malcolm, D. 2009. Reading strategy awareness of Arabic-speaking medical students studying in English. *System*. 37, 4 (Dec. 2009), 640–651.  
DOI:<https://doi.org/10.1016/j.system.2009.09.008>.

[112]

Manning, A. 2016. Assessing EAP: theory and practice in assessment literacy. *Garnet Education*.

[113]

Mathew Nalliveettil, G. 2014. Assessing Reading Strategies of Engineering Students: Think Aloud Approach. *English Language Teaching*. 7, 5 (Apr. 2014).  
DOI:<https://doi.org/10.5539/elt.v7n5p38>.

[114]

Moore, T.J. 2011. Critical thinking and disciplinary thinking: a continuing debate. *Higher Education Research & Development*. 30, 3 (Jun. 2011), 261–274.  
DOI:<https://doi.org/10.1080/07294360.2010.501328>.

[115]

Morita, N. 2000. Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program. *TESOL Quarterly*. 34, 2 (Summer 2000).  
DOI:<https://doi.org/10.2307/3587953>.

[116]

Morita, N. 2000. Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program. *TESOL Quarterly*. 34, 2 (Summer 2000). DOI:<https://doi.org/10.2307/3587953>.

[117]

Muncie, J. 2000. Using written teacher feedback in EFL composition classes. *ELT Journal*. 54, 1 (Jan. 2000), 47–53. DOI:<https://doi.org/10.1093/elt/54.1.47>.

[118]

Musumeci, Diane 1997. *Breaking tradition: an exploration of the historical relationship between theory and practice in second language teaching*. McGraw-Hill.

[119]

Nation, P. 2007. The Four Strands. *Innovation in Language Learning and Teaching*. 1, 1 (Apr. 2007), 2–13. DOI:<https://doi.org/10.2167/illt039.0>.

[120]

Nesi, H. and Gardner, S. 2012. *Genres across the disciplines: student writing in higher education*. Cambridge University Press.

[121]

Nesi, Hilary 2012. *Genres across the disciplines: student writing in higher education*. Cambridge University Press.

[122]

Neumann, R. 2001. Disciplinary Differences and University Teaching. *Studies in Higher Education*. 26, 2 (Jun. 2001), 135–146. DOI:<https://doi.org/10.1080/03075070120052071>.

[123]

Neumann, R. et al. 2002. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... *Studies in Higher Education*. 27, 4 (2002), 405–417.

[124]

Neumann, R. et al. 2002. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... *Studies in Higher Education*. 27, 4 (2002), 405–417.  
DOI:<https://doi.org/10.1080/0307507022000011525>.

[125]

Nunan, D. 1988. *Syllabus design*. Oxford University Press.

[126]

Nunan, D. and Carter, R. 2001. *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

[127]

Nunan, David and Carter, Ronald 2001. *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

[128]

Nuttall, C.E. 2005. *Teaching reading skills in a foreign language*. Macmillan Education.

[129]

O'Brien, T. 2004. Writing in a foreign language: teaching and learning. *Language Teaching*. 37, 1 (Jan. 2004), 1–28. DOI:<https://doi.org/10.1017/S0261444804002113>.

[130]

Peacock, M. and Flowerdew, J. 2001. *Research perspectives on English for academic purposes*. Cambridge University Press.

[131]

Peacock, Matthew and Flowerdew, John 2001. Research perspectives on English for academic purposes. Cambridge University Press.

[132]

Pecorari, D. 2013. Teaching to avoid plagiarism: how to promote good source use. Open University Press.

[133]

Pecorari, Diane 2013. Teaching to avoid plagiarism: how to promote good source use. Open University Press.

[134]

Pennington, M.C. and Richards, J.C. 2016. Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal*. 47, 1 (Apr. 2016), 5-23. DOI:<https://doi.org/10.1177/0033688216631219>.

[135]

Robinson, Pauline C. 1991. ESP today: a practitioner's guide. Prentice Hall.

[136]

Robinson, Pauline C. and British Council 1988. Academic writing: process and product. Modern English Publications in association with the British Council.

[137]

Robinson, Pauline C. and British Council 1988. Academic writing: process and product. Modern English Publications in association with the British Council.

[138]

Rollinson, P. 2005. Using peer feedback in the ESL writing class. *ELT Journal*. 59, 1 (Jan.

2005), 23–30. DOI:<https://doi.org/10.1093/elt/cci003>.

[139]

S P Corder 1979. PURE AND APPLIED RESEARCH IN LINGUISTICS: IS THE DIFFERENCE MERELY ONE OF MOTIVATION? *Studies in Second Language Acquisition*. 1, 2 (Mar. 1979). DOI:<https://doi.org/10.1017/S0272263100000838>.

[140]

Samraj, B. 2004. Discourse features of the student-produced academic research paper: variations across disciplinary courses. *Journal of English for Academic Purposes*. 3, 1 (Jan. 2004), 5–22. DOI:[https://doi.org/10.1016/S1475-1585\(03\)00053-5](https://doi.org/10.1016/S1475-1585(03)00053-5).

[141]

Samuels, P. 2013. Promoting Learning Development as an Academic Discipline. *Journal of Learning Development in Higher Education*. 5 (2013). DOI:<https://doi.org/10.47408/jldhe.v0i5.146>.

[142]

SCHMIDT, R.W. 1990. The Role of Consciousness in Second Language Learning<sup>1</sup>. *Applied Linguistics*. 11, 2 (Jun. 1990), 129–158. DOI:<https://doi.org/10.1093/applin/11.2.129>.

[143]

Shanahan, C. et al. 2011. Analysis of Expert Readers in Three Disciplines. *Journal of Literacy Research*. 43, 4 (Dec. 2011), 393–429. DOI:<https://doi.org/10.1177/1086296X11424071>.

[144]

Subject benchmark statements: Languages and related studies:  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Languages-and-related-studies.aspx>.

[145]

Sun, Y.-C. 2013. Do journal authors plagiarize? Using plagiarism detection software to uncover matching text across disciplines. *Journal of English for Academic Purposes*. 12, 4 (Dec. 2013), 264–272. DOI:<https://doi.org/10.1016/j.jeap.2013.07.002>.

[146]

Swales, J.M. 1990. *Genre analysis: English in academic and research settings*. Cambridge University Press.

[147]

Swales, J.M. and Feak, C.B. 2012. *Academic writing for graduate students: essential tasks and skills*. University of Michigan Press.

[148]

Thompson, C. 2011. Teaching Critical Thinking in EAP Courses in Australia. *TESOL Journal*. 11, 4 (2011), 15–20.

[149]

Tomlinson, B. 2013. *Developing materials for language teaching*. Bloomsbury Academic.

[150]

Tribble, Chris 1996. *Writing*. Oxford University Press.

[151]

UEfAP: EAP Background Reading: <http://www.uefap.com/bgnd/biblfram.htm>.

[152]

UEfAP: EAP Background Reading: <http://www.uefap.com/bgnd/biblfram.htm>.

[153]

Uhrig, K. 2012. Business and legal case genre networks: Two case studies. *English for Specific Purposes*. 31, 2 (2012), 127–136. DOI:<https://doi.org/10.1016/j.esp.2011.09.001>.

[154]

University of Glasgow :Graduate Attributes: <http://www.gla.ac.uk/students/attributes/>.

[155]

University of Glasgow :Graduate Attributes: <http://www.gla.ac.uk/students/attributes/>.

[156]

UWF - Center for University Teaching, Learning, and Assessment - Assessment of Student Learning: Introduction to Bloom's Taxonomy: <http://uwf.edu/cutla/assesstudent.cfm>.

[157]

Wajnryb, Ruth 1992. *Classroom observation tasks: a resource book for language teachers and trainers*. Cambridge University Press.

[158]

Walsh, S. 2011. Analyzing university spoken interaction: a CL/CA approach. *Applying Corpus Linguistics*. *Applying Corpus Linguistics*. 16, 3 (2011).

[159]

Watson Todd, R. 2003. EAP or TEAP? *Journal of English for Academic Purposes*. 2, 2 (Jan. 2003), 147–156. DOI:[https://doi.org/10.1016/S1475-1585\(03\)00014-6](https://doi.org/10.1016/S1475-1585(03)00014-6).

[160]

Weigle, Sara Cushing 2002. *Assessing writing*. Cambridge University Press.

[161]

Weir, C.J. 2005. Language testing and validation: an evidence-based approach. Palgrave Macmillan.

[162]

Weissberg, B. 1993. The graduate seminar: Another research-process genre. *English for Specific Purposes*. 12, 1 (Jan. 1993), 23–35.  
DOI:[https://doi.org/10.1016/0889-4906\(93\)90025-J](https://doi.org/10.1016/0889-4906(93)90025-J).

[163]

West, R. 1994. Needs analysis in language teaching. *Language Teaching*. 27, 01 (Jan. 1994). DOI:<https://doi.org/10.1017/S0261444800007527>.

[164]

What's disciplinary epistemology got to do with EAP? | Teaching EAP:  
<https://teachingeap.wordpress.com/2012/07/20/whats-disciplinary-epistemology-got-to-do-with-eap/>.

[165]

Wilson, J.J. 2008. How to teach listening. Pearson Longman.

[166]

Wingate, U. 2016. Academic literacy across the curriculum: Towards a collaborative instructional approach. *Language Teaching*. (Oct. 2016), 1–16.  
DOI:<https://doi.org/10.1017/S0261444816000264>.

[167]

Wingate, U. 2015. Academic literacy and student diversity: the case for inclusive practice. *Multilingual Matters*.

[168]

Wingate, U. 2006. Doing away with 'study skills'. *Teaching in Higher Education*. 11, 4 (Oct. 2006), 457–469. DOI:<https://doi.org/10.1080/13562510600874268>.

[169]

Woodrow, L. 2018. *Introducing course design in English for specific purposes*. Routledge.

[170]

Woodrow, L. 2018. *Introducing course design in English for specific purposes*. Routledge.

[171]

Woodward-Kron, R. 2002. Critical analysis versus description? Examining the relationship in successful student writing. *Journal of English for Academic Purposes*. 1, 2 (Jan. 2002), 121–143. DOI:[https://doi.org/10.1016/S1475-1585\(02\)00013-9](https://doi.org/10.1016/S1475-1585(02)00013-9).

[172]

Woodward-Kron, R. 2008. More than just jargon – the nature and role of specialist language in learning disciplinary knowledge. *Journal of English for Academic Purposes*. 7, 4 (Oct. 2008), 234–249. DOI:<https://doi.org/10.1016/j.jeap.2008.10.004>.

[173]

Wright, T. 2010. Second language teacher education: Review of recent research on practice. *Language Teaching*. 43, 03 (Jul. 2010), 259–296. DOI:<https://doi.org/10.1017/S0261444810000030>.

[174]

Xing, J.Z. 2006. *Teaching and learning Chinese as a foreign language: a pedagogical grammar*. Hong Kong University Press.

[175]

Yakhontova, T. 2006. Cultural and disciplinary variation in academic discourse: The issue of influencing factors. *Journal of English for Academic Purposes*. 5, 2 (Apr. 2006), 153–167. DOI:<https://doi.org/10.1016/j.jeap.2006.03.002>.

[176]

Zhang, R. 2004. Using the principles of Exploratory Practice to guide group work in an extensive reading class in China. *Language Teaching Research*. 8, 3 (Sep. 2004), 331–345. DOI:<https://doi.org/10.1191/1362168804lr142xx>.

[177]

BALEAP Can Do Framework for EAP syllabus design and assessment.

[178]

BALEAP Competency Framework for Teachers of English for Academic Purposes.

[179]

BALEAP Guidelines on English Language Tests for University Entry.

[180]

*Journal of English for Academic Purposes*. 10, 2 (Listening in EAP).

[181]

*Journal of English for Academic Purposes*. 2 (Spoken Academic English), 1.

[182]

*Journal of English for Academic Purposes*. 8, 2.

[183]

Principles and practices in second language aquisition.

[184]

Teachers' beliefs.

[185]

The University's student guide to assessment.

[186]

Towards reflective teaching.

[187]

Understanding class blogs as a tool for language development.