

# Teaching English for Academic Purposes

masters option

View Online



---

1.

The Routledge handbook of English for academic purposes. vol. Routledge handbooks in applied linguistics (Routledge Handbooks Online, 2016).

2.

Alexander, Olwyn, Argent, Sue, & Spencer, Jenifer. EAP essentials: a teacher's guide to principles and practice. (Garnet, 2008).

3.

Hyland, Ken. English for academic purposes: an advanced resource book. vol. Routledge applied linguistics (Routledge, 2006).

4.

Charles, M., Pecorari, D., & Ebooks Corporation Limited. Introducing English for academic purposes. vol. Routledge Introductions to English for Specific Purposes (Routledge, 2016).

5.

Jordan, R. R. English for academic purposes: a guide and resource book for teachers. vol. Cambridge language teaching library (Cambridge University Press, 1997).

6.

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

Macmillan, 2011).

7.

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

8.

Nunan, D. & Carter, R. The Cambridge guide to teaching English to speakers of other languages. (Cambridge University Press, 2001).

9.

BALEAP Competency Framework for Teachers of English for Academic Purposes.

10.

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

11.

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

12.

Jordan, R. R. English for Academic Purposes (EAP). *Language Teaching* **22**, (1989).

13.

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

14.

Research perspectives on English for academic purposes. (Cambridge University Press, 2005).

15.

Pennington, M. C. & Richards, J. C. Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal* **47**, 5–23 (2016).

16.

Coffin, C. & Donohue, J. P. Academic Literacies and systemic functional linguistics: How do they relate? *Journal of English for Academic Purposes* **11**, 64–75 (2012).

17.

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

18.

Lea, M. R. & Street, B. V. Student writing in higher education: An academic literacies approach. *Studies in Higher Education* **23**, 157–172 (1998).

19.

Ding, A., Bruce, I., & Dawson Books. *The English for academic purposes practitioner: operating on the edge of academia*. (Palgrave Macmillan, 2017).

20.

Hyland, K. Academic publishing and the myth of linguistic injustice. *Journal of Second Language Writing* **31**, 58–69 (2016).

21.

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-](https://www.teachingenglish.org.uk/article/internationalisation-higher-education-growing-demand-english-investigation-english-medium?_ga=2.227124890.646124926.1546860984-)

134281338.1540228783.

22.

Macaro, E., Curle, S., Pun, J., An, J. & Dearden, J. A systematic review of English medium instruction in higher education. *Language Teaching* **51**, 36–76 (2018).

23.

West, R. Needs analysis in language teaching. *Language Teaching* **27**, (1994).

24.

Hyland, K. *English for academic purposes: An advanced resource book*. vol. Routledge Applied Linguistics (Taylor & Francis, 2006).

25.

Duff, P. A. Language Socialization into Academic Discourse Communities. *Annual Review of Applied Linguistics* **30**, 169–192 (2010).

26.

Wingate, U. Doing away with 'study skills'. *Teaching in Higher Education* **11**, 457–469 (2006).

27.

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

28.

Humphreys, G. & Wyatt, M. Helping Vietnamese university learners to become more autonomous. *ELT Journal* **68**, 52–63 (2014).

29.

Peacock, Matthew & Flowerdew, John. Research perspectives on English for academic purposes. vol. Cambridge applied linguistics series (Cambridge University Press, 2001).

30.

Benson, P. Autonomy in language teaching and learning. *Language Teaching* **40**, (2007).

31.

Alexander, Olwyn, Argent, Sue, & Spencer, Jenifer. EAP essentials: a teacher's guide to principles and practice. (Garnet, 2008).

32.

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

33.

Dexter, Phil, Sheerin, Susan, & International Association of Teachers of English as a Foreign Language. Learner independence worksheets 2. (IATEFL, 1999).

34.

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

35.

Brown, J. D. & Ebooks Corporation Limited. Introducing needs analysis and English for specific purposes. vol. Routledge introductions to English for specific purposes (Routledge, 2016).

36.

Wingate, U. Academic literacy and student diversity: the case for inclusive practice. vol. 42 (Multilingual Matters, 2015).

37.

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

38.

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

39.

Gardner, S. & Nesi, H. A Classification of Genre Families in University Student Writing. *Applied Linguistics* **34**, 25–52 (2013).

40.

Neumann, R., Parry, S. & Becher, T. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... *Studies in Higher Education* **27**, 405–417 (2002).

41.

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

42.

Nesi, H. & Gardner, S. Genres across the disciplines: student writing in higher education. vol. The Cambridge applied linguistics series (Cambridge University Press, 2012).

43.

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

44.

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

45.

Becher, T. Towards a definition of disciplinary cultures. *Studies in Higher Education* **6**, 109-122 (1981).

46.

Becher, T. The significance of disciplinary differences. *Studies in Higher Education* **19**, 151-161 (1994).

47.

*Discipline-specific writing: theory into practice.* (Routledge, 2017).

48.

Durrant, P. Discipline and Level Specificity in University Students' Written Vocabulary. *Applied Linguistics* **35**, 328-356 (2014).

49.

Bruce, I. Cognitive genre structures in Methods sections of research articles: A corpus study. *Journal of English for Academic Purposes* **7**, 38-54 (2008).

50.

Neumann, R. Disciplinary Differences and University Teaching. *Studies in Higher Education* **26**, 135-146 (2001).

51.

Uhrig, K. Business and legal case genre networks: Two case studies. *English for Specific Purposes* **31**, 127-136 (2012).

52.

Neumann, R., Parry, S. & Becher, T. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... *Studies in Higher Education* **27**, 405–417 (2002).

53.

Bruce, I. Results sections in sociology and organic chemistry articles: A genre analysis. *English for Specific Purposes* **28**, 105–124 (2009).

54.

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

55.

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/>.

56.

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

57.

Sun, Y.-C. Do journal authors plagiarize? Using plagiarism detection software to uncover matching text across disciplines. *Journal of English for Academic Purposes* **12**, 264–272 (2013).

58.

*Academic discourse across disciplines. vol. Linguistic Insights : Studies in Language and Communication* (Peter Lang AG, 2006).

59.



Hyland, K. *Disciplinary identities: individuality and community in academic discourse*. vol. Cambridge applied linguistics (Cambridge University Press, 2012).

60.

Groom, N. Pattern and meaning across genres and disciplines: An exploratory study. *Journal of English for Academic Purposes* **4**, 257–277 (2005).

61.

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

62.

Woodward-Kron, R. More than just jargon – the nature and role of specialist language in learning disciplinary knowledge. *Journal of English for Academic Purposes* **7**, 234–249 (2008).

63.

Yakhontova, T. Cultural and disciplinary variation in academic discourse: The issue of influencing factors. *Journal of English for Academic Purposes* **5**, 153–167 (2006).

64.

Samraj, B. Discourse features of the student-produced academic research paper: variations across disciplinary courses. *Journal of English for Academic Purposes* **3**, 5–22 (2004).

65.

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

66.

Morita, N. Discourse Socialization through Oral Classroom Activities in a TESL Graduate

Program. TESOL Quarterly **34**, (2000).

67.

S P Corder. PURE AND APPLIED RESEARCH IN LINGUISTICS: IS THE DIFFERENCE MERELY ONE OF MOTIVATION? Studies in Second Language Acquisition **1**, (1979).

68.

Alexander, O., Argent, S. & Spencer, J. EAP essentials: a teacher's guide to principles and practice. (Garnet Publishing Ltd, 2008).

69.

Journal of English for Academic Purposes. **10**,.

70.

Research perspectives on English for academic purposes. (Cambridge University Press, 2005).

71.

Flowerdew, John. Academic listening: research perspectives. vol. The Cambridge applied linguistics series (Cambridge University Press, 1994).

72.

Chen, J. & Intaraprasert, C. Reading Strategies Employed by University Business English Majors with Different Levels of Reading Proficiency. English Language Teaching **7**, (2014).

73.

Shanahan, C., Shanahan, T. & Misischia, C. Analysis of Expert Readers in Three Disciplines. Journal of Literacy Research **43**, 393-429 (2011).

74.

Lai, S.-F., Li, C.-H. & Amster, R. 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**, (2013).

75.

Malcolm, D. Reading strategy awareness of Arabic-speaking medical students studying in English. *System* **37**, 640-651 (2009).

76.

Mathew Nalliveettil, G. Assessing Reading Strategies of Engineering Students: Think Aloud Approach. *English Language Teaching* **7**, (2014).

77.

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

78.

Swales, J. M. & Feak, C. B. *Academic writing for graduate students: essential tasks and skills*. vol. Michigan series in English for academic&professional purposes (University of Michigan Press, 2012).

79.

Biber, D., Conrad, S., Reppen, R., Byrd, P. & Helt, M. Speaking and Writing in the University: A Multidimensional Comparison. *TESOL Quarterly* **36**, (2002).

80.

Biber, D., Conrad, S., & Askews & Holts Library Services. *Register, genre, and style*. vol. Cambridge textbooks in linguistics (Cambridge University Press, 2009).

81.

Biber, Douglas. University language: a corpus-based study of spoken and written registers. vol. Studies in corpus linguistics (J. Benjamins, 2006).

82.

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

83.

Hunston, S. Corpora in applied linguistics. vol. The Cambridge applied linguistics series (Cambridge University Press, 2002).

84.

Lave, J. & Wenger, E. Situated learning: legitimate peripheral participation. vol. Learning in doing (Cambridge University Press, 1991).

85.

Aguilar, M. The peer seminar, a spoken research process genre. Journal of English for Academic Purposes **3**, 55–72 (2004).

86.

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

87.

Basturkmen, H. Dialogic interaction. in The Routledge Handbook of English for Academic Purposes (eds. Hyland, K. & Shaw, P.) 152–164 (2016). doi:10.4324/9781315657455.ch12.

88.

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

89.

Ferris, D. Students' Views of Academic Aural/Oral Skills: A Comparative Needs Analysis. *TESOL Quarterly* **32**, (1998).

90.

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

91.

Weissberg, B. The graduate seminar: Another research-process genre. *English for Specific Purposes* **12**, 23–35 (1993).

92.

Morita, N. Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program. *TESOL Quarterly* **34**, (2000).

93.

Nesi, Hilary. *Genres across the disciplines: student writing in higher education*. vol. (The Cambridge applied linguistics serie (Cambridge University Press, 2012).

94.

Swales, J. M. *Genre analysis: English in academic and research settings*. vol. The Cambridge applied linguistics series (Cambridge University Press, 1990).

95.

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

96.

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

97.

Badger, R. & White, G. A process genre approach to teaching writing. *ELT Journal* **54**, 153-160 (2000).

98.

Academic writing: at the interface of corpus and discourse. (Continuum, 2009).

99.

Hyland, K. Teaching and researching writing. vol. *Applied Linguistics in Action* (Routledge, 2016).

100.

Hyland, Ken. *Disciplinary discourses: social interactions in academic writing*. vol. *Applied linguistics and language study* (Longman, 2000).

101.

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

102.

Davies, M. & Barnett, R. *The Palgrave handbook of critical thinking in higher education*. (Palgrave Macmillan, 2015).

103.

Paul, R. *Critical Thinking Movement: 3 Waves*.  
<http://www.criticalthinking.org/pages/critical-thinking-movement-3-waves/856> (2011).

104.

Moore, T. J. Critical thinking and disciplinary thinking: a continuing debate. *Higher Education Research & Development* **30**, 261–274 (2011).

105.

Stance and voice in written academic genres. (Palgrave Macmillan, 2012).

106.

Atkinson, D. A Critical Approach to Critical Thinking in TESOL. *TESOL Quarterly* **31**, (1997).

107.

Davidson, B. W. 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**, (1998).

108.

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

109.

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

110.

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

111.

Brown, J. D. & Ebooks Corporation Limited. *Introducing needs analysis and English for specific purposes*. vol. *Routledge introductions to English for specific purposes* (Routledge,

2016).

112.

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

113.

Basturkmen, Helen. *Ideas and options in English for specific purposes*. vol. *ESL and applied linguistics professional series* (Lawrence Erlbaum Associates, Publishers, 2006).

114.

Gillett, A. J. *Designing an EAP Syllabus: English Language Support for Further and Higher Education*. *Journal of Further and Higher Education* **13**, 92-104 (1989).

115.

Benesch, S. *Needs Analysis and Curriculum Development in EAP: An Example of a Critical Approach*. *TESOL Quarterly* **30**, (1996).

116.

Flowerdew, L. *Integrating traditional and critical approaches to syllabus design: the 'what', the 'how' and the 'why?'* *Journal of English for Academic Purposes* **4**, 135-147 (2005).

117.

Breen, M. P. *Contemporary Paradigms in Syllabus Design*. Part I. *Language Teaching* **20**, (1987).

118.

Breen, M. P. & Littlejohn, A. *Classroom decision-making: negotiation and process syllabuses in practice*. vol. *Cambridge language teaching library* (Cambridge University Press, 2005).



119.

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

120.

Nunan, D. Syllabus design. vol. Language teaching: a scheme for teacher education (Oxford University Press, 1988).

121.

Biggs, J. B., Tang, C. S., Society for Research into Higher Education, & Ebooks Corporation Limited. Teaching for quality learning at university: what the student does. (McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011).

122.

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

123.

BALEAP Can Do Framework for EAP syllabus design and assessment.

124.

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

125.

BALEAP Guidelines on English Language Tests for University Entry.

126.

Horowitz, D. M. What Professors Actually Require: Academic Tasks for the ESL Classroom. *TESOL Quarterly* **20**, (1986).

127.

Weir, C. J. Language testing and validation: an evidence-based approach. vol. Research and Practice in Applied Linguistics (Palgrave Macmillan, 2005).

128.

Banerjee, J. & Wall, D. 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**, 50–69 (2006).

129.

Cooper, A. & Bikowski, D. Writing at the graduate level: What tasks do professors actually require? *Journal of English for Academic Purposes* **6**, 206–221 (2007).

130.

Green, B. A. & Andrade, M. S. Guiding principles for language assessment reform: A model for collaboration. *Journal of English for Academic Purposes* **9**, 322–334 (2010).

131.

Hamp-Lyons, L. & Condon, W. Assessing the portfolio: principles for practice, theory, and research. vol. Written language series (Hampton Press, Inc, 2000).

132.

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

133.

Biber, Douglas, Leech, Geoffrey N., & Conrad, Susan. Longman student grammar of spoken and written English. (Longman, 2002).

134.

Robinson, Pauline C. & British Council. Academic writing: process and product. vol. ELT documents (Modern English Publications in association with the British Council, 1988).

135.

Bourdieu, Pierre, Passeron, Jean-Claude, Saint Martin, Monique de, Baudelot, Christian, & Vincent, Guy. Academic discourse: linguistic misunderstanding and professional power. (Polity, 1994).

136.

Byram, Michael & Morgan, Carol. Teaching-and-learning language-and-culture. vol. Multilingual matters (Series) (Multilingual Matters, 1994).

137.

Gillett, A. & Weetman, C. 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**, 36–43 (2005).

138.

Gillett, A., Wray, L., & British Association of Lecturers in English for Academic Purposes. Assessing the effectiveness of EAP programmes. (BALEAP, 2006).

139.

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

140.

Hyland, Ken. *Disciplinary discourses: social interactions in academic writing*. vol. Applied linguistics and language study (Longman, 2000).

141.

Principles and practices in second language acquisition.

142.

Lynch, Brian K. Language program evaluation: theory and practice. vol. The Cambridge applied linguistics series (Cambridge University Press, 1996).

143.

Musumeci, Diane. Breaking tradition: an exploration of the historical relationship between theory and practice in second language teaching. vol. The McGraw-Hill second language professional series (McGraw-Hill, 1997).

144.

Nation, P. The Four Strands. *Innovation in Language Learning and Teaching* **1**, 2–13 (2007).

145.

Robinson, Pauline C. & British Council. Academic writing: process and product. vol. ELT documents (Modern English Publications in association with the British Council, 1988).

146.

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

147.

Robinson, Pauline C. ESP today: a practitioner's guide. vol. Language teaching methodology series (Prentice Hall, 1991).

148.

SCHMIDT, R. W. The Role of Consciousness in Second Language Learning<sup>1</sup>. *Applied Linguistics* **11**, 129–158 (1990).

149.

Gass, S. M., Madden, C. G., & Conference on Applied Linguistics. *Input in second language acquisition*. vol. Series on Issues in Second Language Research (Newbury House, 1985).

150.

Watson Todd, R. EAP or TEAP? *Journal of English for Academic Purposes* **2**, 147–156 (2003).

151.

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

152.

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

153.

Allwright, D. Exploratory Practice: rethinking practitioner research in language teaching. *Language Teaching Research* **7**, 113–141 (2003).

154.

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

155.

Allwright, Dick. *The developing language learner: an introduction to exploratory practice*. vol. *Research and practice in applied linguistics* (Palgrave Macmillan, 2009).

156.

Gieve, Simon & Miller, Inés K. Understanding the language classroom. (Palgrave Macmillan, 2006).

157.

Zhang, R. Using the principles of Exploratory Practice to guide group work in an extensive reading class in China. *Language Teaching Research* **8**, 331–345 (2004).

158.

Understanding class blogs as a tool for language development.

159.

Wright, T. Second language teacher education: Review of recent research on practice. *Language Teaching* **43**, 259–296 (2010).

160.

Teachers' beliefs.

161.

Borg, S. Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching* **36**, 81–109 (2003).

162.

Towards reflective teaching.

163.

Wajnryb, Ruth. Classroom observation tasks: a resource book for language teachers and trainers. vol. Cambridge teacher training and development (Cambridge University Press,

1992).

164.

Alexander, Olwyn, Argent, Sue, & Spencer, Jenifer. EAP essentials: a teacher's guide to principles and practice. (Garnet, 2008).

165.

Cottrell, Stella. Teaching study skills and supporting learning. vol. Palgrave study guides (Palgrave, 2001).

166.

Cottrell, Stella. Critical thinking skills: developing effective analysis and argument. vol. Palgrave study skills (Palgrave Macmillan, 2011).

167.

Cottrell, Stella. The study skills handbook. vol. Palgrave study skills (Palgrave Macmillan, 2013).

168.

Woodward-Kron, R. Critical analysis versus description? Examining the relationship in successful student writing. *Journal of English for Academic Purposes* **1**, 121-143 (2002).

169.

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

170.

The University's student guide to assessment.

171.

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

172.

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

173.

Hyland, Ken & Hyland, Fiona. Feedback in Second Language Writing: Contexts and Issues. vol. Cambridge Applied Linguistics (Cambridge University Press, 2006).

174.

Tribble, Chris. Writing. vol. Language teaching : a scheme for teacher education (Oxford University Press, 1996).

175.

Weigle, Sara Cushing. Assessing writing. vol. Cambridge language assessment series (Cambridge University Press, 2002).

176.

Alexander, Olwyn, Argent, Sue, & Spencer, Jenifer. EAP essentials: a teacher's guide to principles and practice. (Garnet, 2008).

177.

Badger, R. & White, G. A process genre approach to teaching writing. *ELT Journal* **54**, 153-160 (2000).

178.

Bitchener, J. & Knoch, U. The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation. *Applied Linguistics* **31**, 193-214 (2010).



179.

Hyland, K. & Hyland, F. Feedback on second language students' writing. *Language Teaching* **39**, (2006).

180.

Muncie, J. Using written teacher feedback in EFL composition classes. *ELT Journal* **54**, 47-53 (2000).

181.

O'Brien, T. Writing in a foreign language: teaching and learning. *Language Teaching* **37**, 1-28 (2004).

182.

Rollinson, P. Using peer feedback in the ESL writing class. *ELT Journal* **59**, 23-30 (2005).

183.

Wilson, J. J. How to teach listening. vol. How to-- (Pearson Longman, 2008).

184.

Nuttall, C. E. Teaching reading skills in a foreign language. vol. Macmillan books for teachers (Macmillan Education, 2005).

185.

Alexander, O., Argent, S. & Spencer, J. EAP essentials: a teacher's guide to principles and practice. (Garnet Publishing Ltd, 2008).

186.

Jordan, R. R. English for academic purposes: a guide and resource book for teachers. vol. Cambridge language teaching library (Cambridge University Press, 1997).

187.

Peacock, M. & Flowerdew, J. Research perspectives on English for academic purposes. vol. Cambridge applied linguistics series (Cambridge University Press, 2001).