

Teaching English for Academic Purposes

masters option

View Online



1.

Hyland K, Shaw P, editors. The Routledge handbook of English for academic purposes [Internet]. Routledge handbooks in applied linguistics. London: Routledge Handbooks Online; 2016. Available from:
<https://login.uofglasgow.idm.oclc.org/login?url=https://www.routledgehandbooks.com/doi/10.4324/9781315657455>

2.

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

3.

Hyland, Ken. English for academic purposes: an advanced resource book [Internet]. New Ed. Routledge applied linguistics. Abingdon, UK ; New York, NY: Routledge; 2006. Available from:
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006603>

4.

Charles M, Pecorari D, Ebooks Corporation Limited. Introducing English for academic purposes [Internet]. Routledge Introductions to English for Specific Purposes. London: Routledge; 2016. Available from:
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4185925>

5.

Jordan, R. R. English for academic purposes: a guide and resource book for teachers

[Internet]. Cambridge language teaching library. Cambridge: Cambridge University Press; 1997. Available from:
<https://login.uofglasgow.idm.oclc.org/login?url=https://dx.doi.org/10.1017/CBO9780511733062>

6.

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

7.

UEfAP: EAP Background Reading [Internet]. Available from:
<http://www.uefap.com/bgnd/biblfram.htm>

8.

Nunan D, Carter R. The Cambridge guide to teaching English to speakers of other languages [Internet]. Cambridge: Cambridge University Press; 2001. Available from:
<https://login.uofglasgow.idm.oclc.org/login?url=https://doi.org/10.1017/CBO9780511667206>

9.

BALEAP Competency Framework for Teachers of English for Academic Purposes [Internet]. Available from:
<https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf>

10.

University of Glasgow :Graduate Attributes [Internet]. Available from:
<http://www.gla.ac.uk/students/attributes/>

11.

UEfAP: EAP Background Reading [Internet]. Available from:
<http://www.uefap.com/bgnd/biblfram.htm>

12.

Jordan RR. English for Academic Purposes (EAP). *Language Teaching*. 1989 Jul;22(03). doi:10.1017/S026144480001483X

13.

Hyland K, Hamp-Lyons L. EAP: issues and directions. *Journal of English for Academic Purposes*. 2002 Jan;1(1):1–12. doi:10.1016/S1475-1585(02)00002-4

14.

Flowerdew J, Peacock M, editors. *Research perspectives on English for academic purposes* [Internet]. Cambridge: Cambridge University Press; 2005. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://doi.org/10.1017/CBO9781139524766>

15.

Pennington MC, Richards JC. Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal*. 2016 Apr 1;47(1):5–23. doi:10.1177/0033688216631219

16.

Coffin C, Donohue JP. Academic Literacies and systemic functional linguistics: How do they relate? *Journal of English for Academic Purposes*. 2012 Mar;11(1):64–75. doi:10.1016/j.jeap.2011.11.004

17.

Coffin C, Donohue JP. English for Academic Purposes: Contributions from systemic functional linguistics and Academic Literacies. *Journal of English for Academic Purposes* [Internet]. 2012 Mar;11(1):1–3. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.sciencedirect.com./science/article/pii/S147515851100083X>

18.

Lea MR, Street BV. Student writing in higher education: An academic literacies approach.

Studies in Higher Education. 1998 Jan;23(2):157–72. doi:10.1080/03075079812331380364

19.

Ding A, Bruce I, Dawson Books. The English for academic purposes practitioner: operating on the edge of academia [Internet]. Cham: Palgrave Macmillan; 2017. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9783319597379>

20.

Hyland K. Academic publishing and the myth of linguistic injustice. Journal of Second Language Writing. 2016 Mar;31:58–69. doi:10.1016/j.jslw.2016.01.005

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 [Internet]. Available from: 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. 2018 Jan;51(01):36–76. doi:10.1017/S0261444817000350

23.

West R. Needs analysis in language teaching. Language Teaching. 1994 Jan;27(01). doi:10.1017/S0261444800007527

24.

Hyland K. English for academic purposes: An advanced resource book [Internet]. Routledge Applied Linguistics. Hoboken, New Jersey: Taylor & Francis; 2006. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006>

603

25.

Duff PA. Language Socialization into Academic Discourse Communities. *Annual Review of Applied Linguistics*. 2010 Mar;30:169–92. doi:10.1017/S0267190510000048

26.

Wingate U. Doing away with 'study skills'. *Teaching in Higher Education*. 2006 Oct;11(4):457–69. doi:10.1080/13562510600874268

27.

Basturkmen H. Developing courses in English for specific purposes [Internet]. Basingstoke, Hampshire: Palgrave Macmillan; 2010. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230290518>

28.

Humphreys G, Wyatt M. Helping Vietnamese university learners to become more autonomous. *ELT Journal*. 2014 Jan 1;68(1):52–63. doi:10.1093/elt/cct056

29.

Peacock, Matthew, Flowerdew, John. Research perspectives on English for academic purposes. Cambridge applied linguistics series. Cambridge: Cambridge University Press; 2001.

30.

Benson P. Autonomy in language teaching and learning. *Language Teaching*. 2007 Jan;40(01). doi:10.1017/S0261444806003958

31.

Alexander, Olwyn, Argent, Sue, Spencer, Jenifer. EAP essentials: a teacher's guide to

principles and practice. Reading: Garnet; 2008.

32.

University of Glasgow :Graduate Attributes [Internet]. Available from:
<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. Whitstable: IATEFL; 1999.

34.

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

35.

Brown JD, Ebooks Corporation Limited. Introducing needs analysis and English for specific purposes [Internet]. Routledge introductions to English for specific purposes. London: Routledge; 2016. Available from:
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4332718>

36.

Wingate U. Academic literacy and student diversity: the case for inclusive practice [Internet]. Vol. 42. Bristol: Multilingual Matters; 2015. Available from:
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=2000150>

37.

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

38.

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

Available from:

<https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/english-medium-instruction-growing-global>

39.

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

40.

Neumann R, Parry S, Becher T. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... *Studies in Higher Education* [Internet]. 2002;27(4):405–17. Available from:

<https://login.uofglasgow.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=7362300&site=ehost-live>

41.

Samuels P. Promoting Learning Development as an Academic Discipline. *Journal of Learning Development in Higher Education*. 2013;(5). doi:10.47408/jldhe.v0i5.146

42.

Nesi H, Gardner S. *Genres across the disciplines: student writing in higher education* [Internet]. Cambridge: Cambridge University Press; 2012. Available from:

<https://login.uofglasgow.idm.oclc.org/login?url=https://doi.org/10.1017/9781009030199>

43.

LearnEnglish | British Council | Genre Families [Internet]. Available from:

<https://learnenglish.britishcouncil.org/>

44.

A.W. B. *Teaching in a Digital Age* [Internet]. Available from:

<https://opentextbc.ca/teachinginadigitalage/>

45.

Becher T. Towards a definition of disciplinary cultures. *Studies in Higher Education*. 1981 Jan;6(2):109–22. doi:10.1080/03075078112331379362

46.

Becher T. The significance of disciplinary differences. *Studies in Higher Education*. 1994 Jan;19(2):151–61. doi:10.1080/03075079412331382007

47.

Flowerdew J, Costley T, editors. *Discipline-specific writing: theory into practice*. London: Routledge; 2017.

48.

Durrant P. Discipline and Level Specificity in University Students' Written Vocabulary. *Applied Linguistics*. 2014 Jul 1;35(3):328–56. doi:10.1093/applin/amt016

49.

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

50.

Neumann R. Disciplinary Differences and University Teaching. *Studies in Higher Education*. 2001 Jun;26(2):135–46. doi:10.1080/03075070120052071

51.

Uhrig K. Business and legal case genre networks: Two case studies. *English for Specific Purposes*. 2012;31(2):127–36. doi:10.1016/j.esp.2011.09.001

52.

Neumann R, Parry S, Becher T. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... *Studies in Higher Education*. 2002;27(4):405–17.

doi:10.1080/0307507022000011525

53.

Bruce I. Results sections in sociology and organic chemistry articles: A genre analysis. *English for Specific Purposes*. 2009;28(2):105–24. doi:10.1016/j.esp.2008.12.005

54.

Becher T. Academic tribes and territories: intellectual enquiry and the cultures of disciplines [Electronic resource]. Buckingham: Society for Research into Higher Education & Open University Press; 1989. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780335230648>

55.

What's disciplinary epistemology got to do with EAP? | Teaching EAP [Internet]. Available from: <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*. 2016 Oct 19;1–16. doi:10.1017/S0261444816000264

57.

Sun YC. Do journal authors plagiarize? Using plagiarism detection software to uncover matching text across disciplines. *Journal of English for Academic Purposes*. 2013 Dec;12(4):264–72. doi:10.1016/j.jeap.2013.07.002

58.

Hyland K, Bondi M, editors. Academic discourse across disciplines [Internet]. *Linguistic Insights: Studies in Language and Communication*. Bern, Switzerland: Peter Lang AG; 2006. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1053948>

59.

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

60.

Groom N. Pattern and meaning across genres and disciplines: An exploratory study. Journal of English for Academic Purposes. 2005 Jul;4(3):257–77. doi:10.1016/j.jeap.2005.03.002

61.

Dr Armin Krishnan. What are Academic Disciplines? Some observations on the Disciplinary vs. Interdisciplinarity debate [Internet]. Available from: http://www.forschungsnetzwerk.at/downloadpub/what_are_academic_disciplines2009.pdf

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. 2008 Oct;7(4):234–49. doi:10.1016/j.jeap.2008.10.004

63.

Yakhontova T. Cultural and disciplinary variation in academic discourse: The issue of influencing factors. Journal of English for Academic Purposes. 2006 Apr;5(2):153–67. doi:10.1016/j.jeap.2006.03.002

64.

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

65.

Biglan A. The characteristics of subject matter in different academic areas. *Journal of Applied Psychology* [Internet]. 1973;57(3):195–203. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=1974-01819-001&site=ehost-live>

66.

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

67.

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

68.

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

69.

Journal of English for Academic Purposes [Internet]. Vol. 10. 10(2 (Listening in EAP)). Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.sciencedirect.com/science/journal/14751585/10/2>

70.

Flowerdew J, Peacock M, editors. *Research perspectives on English for academic purposes* [Internet]. Cambridge: Cambridge University Press; 2005. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://doi.org/10.1017/CBO9781139524766>

71.

Flowerdew J, editor. *Academic listening: research perspectives* [Internet]. Cambridge: Cambridge University Press; 1994. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://doi.org/10.1017/CBO9781139524616>

2

72.

Chen J, Intaraprasert C. Reading Strategies Employed by University Business English Majors with Different Levels of Reading Proficiency. *English Language Teaching*. 2014 Mar 6;7(4). doi:10.5539/elt.v7n4p25

73.

Shanahan C, Shanahan T, Misischia C. Analysis of Expert Readers in Three Disciplines. *Journal of Literacy Research*. 2011 Dec;43(4):393–429. doi:10.1177/1086296X11424071

74.

Lai SF, Li CH, 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)*. 2013 Jan 2;6(1). doi:10.19030/cier.v6i1.7606

75.

Malcolm D. Reading strategy awareness of Arabic-speaking medical students studying in English. *System*. 2009 Dec;37(4):640–51. doi:10.1016/j.system.2009.09.008

76.

Mathew Nalliveettil G. Assessing Reading Strategies of Engineering Students: Think Aloud Approach. *English Language Teaching*. 2014 Apr 14;7(5). doi:10.5539/elt.v7n5p38

77.

Hyland K. *English for academic purposes: an advanced resource book*. London: Routledge; 2006.

78.

Swales JM, Feak CB. Academic writing for graduate students: essential tasks and skills. 3rd ed. Michigan series in English for academic&professional purposes. Ann Arbor, Mich: 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. 2002 Spring;36(1). doi:10.2307/3588359

80.

Biber D, Conrad S, Askews & Holts Library Services. Register, genre, and style [Internet]. Cambridge textbooks in linguistics. Cambridge: Cambridge University Press; 2009. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781107210073>

81.

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

82.

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

83.

Hunston S. Corpora in applied linguistics [Internet]. The Cambridge applied linguistics series. Cambridge: Cambridge University Press; 2002. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://dx.doi.org/10.1017/CBO9781139524773>

84.

Lave J, Wenger E. Situated learning: legitimate peripheral participation. Learning in doing. Cambridge: Cambridge University Press; 1991.

85.

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

86.

Helen Basturkmen, Author Vitae. Negotiating meaning in seminar-type discussion and EAP. *Negotiating meaning in seminar-type discussion and EAP* [Internet]. 2002;21(3):233–42. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.sciencedirect.com/science/article/pii/S0889490601000242>

87.

Basturkmen H. Dialogic interaction. In: Hyland K, Shaw P, editors. *The Routledge Handbook of English for Academic Purposes* [Internet]. 2016. p. 152–64. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.routledgehandbooks.com/doi/10.4324/9781315657455.ch12> doi:10.4324/9781315657455.ch12

88.

Journal of English for Academic Purposes [Internet]. 2 (Spoken Academic English). 2 (Spoken Academic English)(1). Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.sciencedirect.com/science/journal/14751585/2/1>

89.

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

90.

Walsh S. Analyzing university spoken interaction: a CL/CA approach. *Applying Corpus Linguistics*. *Applying Corpus Linguistics* [Internet]. 2011;16(3). Available from: [https://dspace.mic.ul.ie/bitstream/handle/10395/1795/Morton,%20T.%20Walsh,%20S.%20and%20O'Keeffe,%20A.%20\(2011\).%20Analyzing%20university%20spoken%20interaction%20a%20corpus%20linguisticsconversation%20analysis%20approach\(Journal%20Article\)\(Pre-Published%20Version\).pdf;jsessionid=B0A4740596B3C8B0377875ADC0C2EC6A?seque](https://dspace.mic.ul.ie/bitstream/handle/10395/1795/Morton,%20T.%20Walsh,%20S.%20and%20O'Keeffe,%20A.%20(2011).%20Analyzing%20university%20spoken%20interaction%20a%20corpus%20linguisticsconversation%20analysis%20approach(Journal%20Article)(Pre-Published%20Version).pdf;jsessionid=B0A4740596B3C8B0377875ADC0C2EC6A?seque)

nce=2

91.

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

92.

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

93.

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

94.

Swales JM. *Genre analysis: English in academic and research settings*. The Cambridge applied linguistics series. Cambridge: Cambridge University Press; 1990.

95.

Coffin C, Curry MJ, Goodman S, Hewings A, Lillis TM, Swann J. *Teaching academic writing: a toolkit for higher education* [Internet]. London: Routledge; 2003. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=240592>

96.

Pecorari D. *Teaching to avoid plagiarism: how to promote good source use* [Internet]. Maidenhead, Berks: Open University Press; 2013. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1336595>

97.

Badger R, White G. A process genre approach to teaching writing. *ELT Journal*. 2000 Apr 1;54(2):153–60. doi:10.1093/elt/54.2.153

98.

Charles M, Pecorari D, Hunston S, editors. Academic writing: at the interface of corpus and discourse [Internet]. London: Continuum; 2009. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781441135803>

99.

Hyland K. Teaching and researching writing [Internet]. Third edition. New York: Routledge; 2016. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4177806>

100.

Hyland, Ken. Disciplinary discourses: social interactions in academic writing. Applied linguistics and language study. Harlow: Longman; 2000.

101.

Xing JZ. Teaching and learning Chinese as a foreign language: a pedagogical grammar [Electronic resource]. Hong Kong: Hong Kong University Press; 2006. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://dx.doi.org/10.5790/hongkong/9789622097629.001.0001>

102.

Davies M, Barnett R. The Palgrave handbook of critical thinking in higher education [Electronic resource]. Basingstoke: Palgrave Macmillan; 2015. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://link.springer.com/book/10.1057/9781137378057>

103.

Paul, R. Critical Thinking Movement: 3 Waves [Internet]. 2011. Available from: <http://www.criticalthinking.org/pages/critical-thinking-movement-3-waves/856>

104.

Moore TJ. Critical thinking and disciplinary thinking: a continuing debate. Higher Education Research & Development. 2011 Jun;30(3):261–74. doi:10.1080/07294360.2010.501328

105.

Hyland K, Sancho Guinda C, editors. Stance and voice in written academic genres [Internet]. Basingstoke: Palgrave Macmillan; 2012. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781137030825>

106.

Atkinson D. A Critical Approach to Critical Thinking in TESOL. TESOL Quarterly. 1997 Spring;31(1). doi:10.2307/3587975

107.

Davidson BW. 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. 1998 Spring;32(1). doi:10.2307/3587906

108.

Thompson C. Teaching Critical Thinking in EAP Courses in Australia. TESOL Journal [Internet]. 2011;11(4):15–20. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://onlinelibrary.wiley.com/doi/10.1002/j.1949-3533.2002.tb00104.x/pdf>

109.

Journal of English for Academic Purposes [Internet]. Vol. 8. 8(2). Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.sciencedirect.com/science/journal/14751585/8/2>

110.

Basturkmen H. Developing courses in English for specific purposes [Internet]. Basingstoke, Hampshire: Palgrave Macmillan; 2010. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230290518>

111.

Brown JD, Ebooks Corporation Limited. Introducing needs analysis and English for specific purposes [Internet]. Routledge introductions to English for specific purposes. London: Routledge; 2016. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4332718>

112.

Woodrow L. Introducing course design in English for specific purposes [Internet]. London: Routledge; 2018. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781351389174>

113.

Basturkmen, Helen. Ideas and options in English for specific purposes. ESL and applied linguistics professional series. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers; 2006.

114.

Gillett AJ. Designing an EAP Syllabus: English Language Support for Further and Higher Education. *Journal of Further and Higher Education*. 1989 Jun;13(2):92-104. doi:10.1080/0309877890130210

115.

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

116.

Flowerdew L. Integrating traditional and critical approaches to syllabus design: the 'what', the 'how' and the 'why?' *Journal of English for Academic Purposes*. 2005 Apr;4(2):135-47. doi:10.1016/j.jeap.2004.09.001

117.

Breen MP. Contemporary Paradigms in Syllabus Design. Part I. Language Teaching. 1987 Apr;20(02). doi:10.1017/S0261444800004365

118.

Breen MP, Littlejohn A. Classroom decision-making: negotiation and process syllabuses in practice. Cambridge language teaching library. Cambridge: Cambridge University Press; 2005.

119.

Tomlinson B. Developing materials for language teaching. 2nd ed. London: Bloomsbury Academic; 2013.

120.

Nunan D. Syllabus design. Language teaching: a scheme for teacher education. Oxford: Oxford University Press; 1988.

121.

Biggs JB, Tang CS kum, Society for Research into Higher Education, Ebooks Corporation Limited. Teaching for quality learning at university: what the student does [Internet]. Fourth edition. Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press; 2011. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=798265>

122.

Woodrow L. Introducing course design in English for specific purposes [Internet]. London: Routledge; 2018. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781351389174>

123.

BALEAP Can Do Framework for EAP syllabus design and assessment [Internet]. Available from: https://www.baleap.org/wp-content/uploads/2016/04/Can_Do_Framework__with_sample_activities_April_2013.pdf

124.

Manning A. Assessing EAP: theory and practice in assessment literacy. Reading: Garnet Education; 2016.

125.

BALEAP Guidelines on English Language Tests for University Entry [Internet]. Available from:
https://www.baleap.org/wp-content/uploads/2016/04/BALEAP_Guidelines_on_English_Language_Tests_for_University_AGM_v19_May_2012.pdf

126.

Horowitz DM. What Professors Actually Require: Academic Tasks for the ESL Classroom. TESOL Quarterly. 1986 Sep;20(3). doi:10.2307/3586294

127.

Weir CJ. Language testing and validation: an evidence-based approach [Internet]. Research and Practice in Applied Linguistics. Basingstoke, Hampshire: Palgrave Macmillan; 2005. Available from:
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

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. 2006 Jan;5(1):50–69. doi:10.1016/j.jeap.2005.11.003

129.

Cooper A, Bikowski D. Writing at the graduate level: What tasks do professors actually require? Journal of English for Academic Purposes. 2007 Jul;6(3):206–21. doi:10.1016/j.jeap.2007.09.008

130.

Green BA, Andrade MS. Guiding principles for language assessment reform: A model for collaboration. *Journal of English for Academic Purposes*. 2010 Dec;9(4):322–34. doi:10.1016/j.jeap.2010.06.003

131.

Hamp-Lyons L, Condon W. *Assessing the portfolio: principles for practice, theory, and research*. Written language series. Cresskill, New Jersey: Hampton Press, Inc; 2000.

132.

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

133.

Biber, Douglas, Leech, Geoffrey N., Conrad, Susan. *Longman student grammar of spoken and written English*. Harlow: Longman; 2002.

134.

Robinson, Pauline C., British Council. *Academic writing: process and product*. ELT documents. Basingstoke: 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*. Cambridge: Polity; 1994.

136.

Byram, Michael, Morgan, Carol. *Teaching-and-learning language-and-culture*. Multilingual matters (Series). Clevedon: 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* [Internet]. 2005;2(1):36-43. Available from: <https://uhra.herts.ac.uk/bitstream/handle/2299/2597/902908.pdf?sequence=1>

138.

Gillett A, Wray L, British Association of Lecturers in English for Academic Purposes. *Assessing the effectiveness of EAP programmes*. London: BALEAP; 2006.

139.

Nunan, David, Carter, Ronald. *The Cambridge guide to teaching English to speakers of other languages* [Internet]. Cambridge: Cambridge University Press; 2001. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://doi.org/10.1017/CBO9780511667206>

140.

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

141.

Principles and practices in second language acquisition [Internet]. Available from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf

142.

Lynch, Brian K. *Language program evaluation: theory and practice*. The Cambridge applied linguistics series. Cambridge [England]: Cambridge University Press; 1996.

143.

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

144.

Nation P. The Four Strands. *Innovation in Language Learning and Teaching*. 2007 Apr 16;1(1):2-13. doi:10.2167/illt039.0

145.

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

146.

Subject benchmark statements: Languages and related studies [Internet]. Available from: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-languages-cultures-and-societies>

147.

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

148.

SCHMIDT RW. The Role of Consciousness in Second Language Learning¹. *Applied Linguistics*. 1990 Jun 1;11(2):129-58. doi:10.1093/applin/11.2.129

149.

Gass SM, Madden CG, Conference on Applied Linguistics. Input in second language acquisition. Series on Issues in Second Language Research. Cambridge, MA: Newbury House; 1985.

150.

Watson Todd R. EAP or TEAP? *Journal of English for Academic Purposes*. 2003 Jan;2(2):147-56. doi:10.1016/S1475-1585(03)00014-6

151.

Bloomsbury - Academic Writing [Internet]. Available from:
<http://www.bloomsbury.com/uk/academic-writing-9781441112361/>

152.

Pecorari D. Teaching to avoid plagiarism: how to promote good source use [Internet]. Maidenhead, Berkshire: Open University Press, McGraw-Hill Education; 2013. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1336595>

153.

Allwright D. Exploratory Practice: rethinking practitioner research in language teaching. Language Teaching Research. 2003 Jun 1;7(2):113–41. doi:10.1191/1362168803lr118oa

154.

Dick Allwright. Developing Principles for Practitioner Research: The Case of Exploratory Practice. The Modern Language Journal [Internet]. 89(3):353–66. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://www.jstor.org/stable/3588663>

155.

Allwright, Dick. The developing language learner: an introduction to exploratory practice. Research and practice in applied linguistics. Houndmills, Basingst: Palgrave Macmillan; 2009.

156.

Gieve, Simon, Miller, Inés K. Understanding the language classroom. Basingstoke: 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. 2004 Sep 1;8(3):331–45. doi:10.1191/1362168804lr142xx

158.

de Almeida Soares D. Understanding class blogs as a tool for language development. *Language Teaching Research*. 2008 Oct;12(4):517–33. doi:10.1177/1362168808097165

159.

Wright T. Second language teacher education: Review of recent research on practice. *Language Teaching*. 2010 Jul;43(03):259–96. doi:10.1017/S0261444810000030

160.

Teachers' beliefs [Internet]. Available from:
<https://login.uofglasgow.idm.oclc.org/login?url=https://academic.oup.com/eltj/article/55/2/186/3114052>

161.

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

162.

Towards reflective teaching [Internet]. Available from:
http://www.tttjournal.co.uk/uploads/File/back_articles/Towards_Reflective_Teaching.pdf

163.

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

164.

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

165.

Cottrell, Stella. Teaching study skills and supporting learning. Palgrave study guides. Basingstoke: Palgrave; 2001.

166.

Cottrell S. Critical thinking skills: developing effective analysis and argument [Internet]. Third edition. London: Palgrave; 2017. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=6234915>

167.

Cottrell S. The study skills handbook [Internet]. Fifth edition. London: Red Globe Press; 2019. Available from: <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=6234945>

168.

Woodward-Kron R. Critical analysis versus description? Examining the relationship in successful student writing. Journal of English for Academic Purposes. 2002 Jan;1(2):121-43. doi:10.1016/S1475-1585(02)00013-9

169.

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

170.

The University's student guide to assessment [Internet]. Available from: http://www.gla.ac.uk/media/media_106264_en.pdf

171.

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

172.

Bloom's taxonomy [Internet]. Available from:
<http://www.learningandteaching.info/learning/bloomtax.htm>

173.

Hyland, Ken, Hyland, Fiona. Feedback in Second Language Writing: Contexts and Issues [Electronic resource]. Cambridge Applied Linguistics. Cambridge: Cambridge University Press; 2006. Available from:
<https://login.uofglasgow.idm.oclc.org/login?url=https://dx.doi.org/10.1017/CBO9781139524742>

174.

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

175.

Weigle, Sara Cushing. Assessing writing. Cambridge language assessment series. Cambridge: Cambridge University Press; 2002.

176.

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

177.

Badger R, White G. A process genre approach to teaching writing. *ELT Journal*. 2000 Apr 1;54(2):153–60. doi:10.1093/elt/54.2.153

178.

Bitchener J, Knoch U. The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation. *Applied Linguistics*. 2010 May 1;31(2):193–214. doi:10.1093/applin/amp016

179.

Hyland K, Hyland F. Feedback on second language students' writing. *Language Teaching*. 2006 Apr;39(02). doi:10.1017/S0261444806003399

180.

Muncie J. Using written teacher feedback in EFL composition classes. *ELT Journal*. 2000 Jan 1;54(1):47-53. doi:10.1093/elt/54.1.47

181.

O'Brien T. Writing in a foreign language: teaching and learning. *Language Teaching*. 2004 Jan;37(1):1-28. doi:10.1017/S0261444804002113

182.

Rollinson P. Using peer feedback in the ESL writing class. *ELT Journal*. 2005 Jan 1;59(1):23-30. doi:10.1093/elt/cci003

183.

Wilson JJ. How to teach listening [Internet]. How to--.. Harlow: Pearson Longman; 2008. Available from:
<https://contentstore.cla.co.uk//secure/link?id=c44770ad-e340-e911-80cd-005056af4099>

184.

Nuttall CE. Teaching reading skills in a foreign language [Internet]. [2nd ed.]. Macmillan books for teachers. Oxford: Macmillan Education; 2005. Available from:
<https://contentstore.cla.co.uk//secure/link?id=c34770ad-e340-e911-80cd-005056af4099>

185.

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

186.

Jordan RR. English for academic purposes: a guide and resource book for teachers [Internet]. Cambridge language teaching library. Cambridge: Cambridge University Press; 1997. Available from: <https://login.uofglasgow.idm.oclc.org/login?url=https://dx.doi.org/10.1017/CBO9780511733062>

187.

Peacock M, Flowerdew J. Research perspectives on English for academic purposes [Internet]. Cambridge applied linguistics series. Cambridge: Cambridge University Press; 2001. Available from: <https://contentstore.cla.co.uk//secure/link?id=750c9aa3-e340-e911-80cd-005056af4099>