Teaching English for Academic Purposes

masters option



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

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

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

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

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

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

Allwright, D. (2003). Exploratory Practice: rethinking practitioner research in language teaching. Language Teaching Research, 7(2), 113–141. https://doi.org/10.1191/1362168803lr1180a

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

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

A.W., B. (n.d.). Teaching in a Digital Age. https://opentextbc.ca/teachinginadigitalage/

Badger, R., & White, G. (2000a). A process genre approach to teaching writing. ELT Journal, 54(2), 153–160. https://doi.org/10.1093/elt/54.2.153

Badger, R., & White, G. (2000b). A process genre approach to teaching writing. ELT Journal, 54(2), 153–160. https://doi.org/10.1093/elt/54.2.153

BALEAP Can Do Framework for EAP syllabus design and assessment. (n.d.). https://www.baleap.org/wp-content/uploads/2016/04/Can_Do_Framework__with_sample_activities_April_2013.pdf

BALEAP Competency Framework for Teachers of English for Academic Purposes. (n.d.). https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf

BALEAP Guidelines on English Language Tests for University Entry. (n.d.). https://www.baleap.org/wp-content/uploads/2016/04/BALEAP_Guidelines_on_English_Language Tests for University AGM v19 May 2012.pdf

Banerjee, J., & 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), 50–69. https://doi.org/10.1016/j.jeap.2005.11.003

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

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230290518

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

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230290518

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

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

Becher, T. (1989). Academic tribes and territories: intellectual enquiry and the cultures of disciplines. Society for Research into Higher Education & Open University Press. https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780335230 648

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

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

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

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

Biber, D., Conrad, S., & Askews & Holts Library Services. (2009). Register, genre, and style: Vol. Cambridge textbooks in linguistics. Cambridge University Press. https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781107210 073

Biber, D., Conrad, S., Reppen, R., Byrd, P., & Helt, M. (2002). Speaking and Writing in the University: A Multidimensional Comparison. TESOL Quarterly, 36(1). https://doi.org/10.2307/3588359

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

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

Biggs, J. B., Tang, C. S., Society for Research into Higher Education, & Ebooks Corporation Limited. (2011). Teaching for quality learning at university: what the student does (Fourth edition). McGraw-Hill/Society for Research into Higher Education/Open University Press. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=798265

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

https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=buh&AN=12361480&site=ehost-live

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

Bloom's taxonomy. (n.d.). http://www.learningandteaching.info/learning/bloomtax.htm

Bloomsbury - Academic Writing. (n.d.). http://www.bloomsbury.com/uk/academic-writing-9781441112361/

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), 81–109. https://doi.org/10.1017/S0261444803001903

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

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

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

Brown, J. D. & Ebooks Corporation Limited. (2016a). Introducing needs analysis and English for specific purposes: Vol. Routledge introductions to English for specific purposes. Routledge. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4332718

Brown, J. D. & Ebooks Corporation Limited. (2016b). Introducing needs analysis and English for specific purposes: Vol. Routledge introductions to English for specific purposes. Routledge. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4332718

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

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

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

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

Charles, M., Pecorari, D., & Ebooks Corporation Limited. (2016). Introducing English for academic purposes: Vol. Routledge Introductions to English for Specific Purposes. Routledge. https://ebookcentral.proguest.com/lib/gla/detail.action?docID=4185925

Charles, M., Pecorari, D., & Hunston, S. (Eds.). (2009). Academic writing: at the interface of corpus and discourse. Continuum.

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781441135 803

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

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

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

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

https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com./science/article/pii/S1 47515851100083X

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

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

Cottrell, Stella. (2011). Critical thinking skills: developing effective analysis and argument: Vol. Palgrave study skills (2nd ed). Palgrave Macmillan.

Cottrell, Stella. (2013). The study skills handbook: Vol. Palgrave study skills (4th ed). Palgrave Macmillan.

Critical Thinking: Where to Begin. (n.d.). http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796

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). https://doi.org/10.2307/3587906

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

https://ezproxy.lib.gla.ac.uk/login?url=https://link.springer.com/book/10.1057/9781137378 057

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

Dick Allwright. (n.d.). Developing Principles for Practitioner Research: The Case of Exploratory Practice. The Modern Language Journal, 89(3), 353–366. https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/3588663

Ding, A., Bruce, I., & Dawson Books. (2017). The English for academic purposes practitioner: operating on the edge of academia. Palgrave Macmillan. https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9783319597379

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

http://www.forschungsnetzwerk.at/downloadpub/what_are_academic_disciplines2009.pdf Duff, P. A. (2010). Language Socialization into Academic Discourse Communities. Annual Review of Applied Linguistics, 30, 169–192. https://doi.org/10.1017/S0267190510000048 Durrant, P. (2014). Discipline and Level Specificity in University Students' Written Vocabulary. Applied Linguistics, 35(3), 328–356. https://doi.org/10.1093/applin/amt016

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

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

Flowerdew, J., & Costley, T. (Eds.). (2017). Discipline-specific writing: theory into practice. Routledge.

Flowerdew, J., & Peacock, M. (Eds.). (2005a). Research perspectives on English for academic purposes. Cambridge University Press.

https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9781139524766

Flowerdew, J., & Peacock, M. (Eds.). (2005b). Research perspectives on English for academic purposes. Cambridge University Press.

https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/CBO9781139524766

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

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), 135–147. https://doi.org/10.1016/j.jeap.2004.09.001

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

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

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

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

Gillett, A., & 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), 36–43.

https://uhra.herts.ac.uk/bitstream/handle/2299/2597/902908.pdf?sequence=1

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

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

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

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

Helen Basturkmen, Author Vitae. (2002). Negotiating meaning in seminar-type discussion and EAP. Negotiating Meaning in Seminar-Type Discussion and EAP, 21(3), 233–242. https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/article/pii/S0 889490601000242

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

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

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

https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524773

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

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006 603

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

Hyland, K. (2016). Teaching and researching writing: Vol. Applied Linguistics in Action (Third edition). Routledge.

Hyland, K., & Bondi, M. (Eds.). (2006). Academic discourse across disciplines: Vol. Linguistic Insights: Studies in Language and Communication. Peter Lang AG. https://ebookcentral.proguest.com/lib/gla/detail.action?docID=1053948

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

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

Hyland, K., & Sancho Guinda, C. (Eds.). (2012). Stance and voice in written academic genres. Palgrave Macmillan.

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781137030 825

Hyland, K., & Shaw, P. (Eds.). (2016). The Routledge handbook of English for academic purposes: Vol. Routledge handbooks in applied linguistics. Routledge Handbooks Online. https://ezproxy.lib.gla.ac.uk/login?url=https://www.routledgehandbooks.com/doi/10.4324/9781315657455

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

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

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

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006603

Hyland, Ken & Hyland, Fiona. (2006). Feedback in Second Language Writing: Contexts and Issues: Vol. Cambridge Applied Linguistics. Cambridge University Press. https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524742

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

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

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

Journal of English for Academic Purposes. (n.d.-a). 10(2 (Listening in EAP)). https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/1475

1585/10/2

Journal of English for Academic Purposes. (n.d.-b). 2 (Spoken Academic English)(1). https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/1475 1585/2/1

Journal of English for Academic Purposes. (n.d.-c). 8(2). https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/1475 1585/8/2

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

Lai, S.-F., Li, C.-H., & Amster, R. (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). https://doi.org/10.19030/cier.v6i1.7606

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

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

LearnEnglish | British Council | Genre Families. (n.d.). https://learnenglish.britishcouncil.org/

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

Malcolm, D. (2009). Reading strategy awareness of Arabic-speaking medical students studying in English. System, 37(4), 640–651. https://doi.org/10.1016/j.system.2009.098

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

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

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

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

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

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

Musumeci, Diane. (1997). 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.

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

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

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

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

Neumann, R., Parry, S., & Becher, T. (2002a). Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... Studies in Higher Education, 27(4), 405–417. https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=pbh&AN=7362300&site=ehost-live

Neumann, R., Parry, S., & Becher, T. (2002b). Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... Studies in Higher Education, 27(4), 405–417. https://doi.org/10.1080/0307507022000011525

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

Nunan, D., & Carter, R. (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press. http://content.talisaspire.com/glasgow/bundles/586d1b024469ee4b068b457b

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

Nuttall, C. E. (2005). Teaching reading skills in a foreign language: Vol. Macmillan books for teachers ([2nd ed.]). Macmillan Education.

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

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

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

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

Pecorari, D. (2013). Teaching to avoid plagiarism: how to promote good source use. Open University Press. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1336595 Pecorari, Diane. (2013). Teaching to avoid plagiarism: how to promote good source use. Open University Press.

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

Principles and practices in second language aquisition. (n.d.). http://www.sdkrashen.com/content/books/principles and practice.pdf

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

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

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

Rollinson, P. (2005). Using peer feedback in the ESL writing class. ELT Journal, 59(1), 23–30. https://doi.org/10.1093/elt/cci003

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

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

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

SCHMIDT, R. W. (1990). The Role of Consciousness in Second Language Learning1. Applied Linguistics, 11(2), 129–158. https://doi.org/10.1093/applin/11.2.129

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

Subject benchmark statements: Languages and related studies. (n.d.). http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Languages-and-related-studies.aspx

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), 264–272. https://doi.org/10.1016/j.jeap.2013.07.002

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

Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: essential tasks and skills: Vol. Michigan series in English for academic&professional purposes (3rd ed). University of Michigan Press.

Teachers' beliefs. (n.d.).

https://ezproxy.lib.gla.ac.uk/login?url=https://academic.oup.com/eltj/article/55/2/186/3114 052

The University's student guide to assessment. (n.d.). http://www.gla.ac.uk/media/media_106264_en.pdf

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

https://ezproxy.lib.gla.ac.uk/login?url=https://onlinelibrary.wiley.com/doi/10.1002/j.1949-3533.2002.tb00104.x/pdf

Tomlinson, B. (2013). Developing materials for language teaching (2nd ed). Bloomsbury Academic.

Towards reflective teaching. (n.d.).

http://www.tttjournal.co.uk/uploads/File/back articles/Towards Reflective Teaching.pdf

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

UEfAP: EAP Background Reading. (n.d.-a). http://www.uefap.com/bgnd/biblfram.htm

UEfAP: EAP Background Reading. (n.d.-b). http://www.uefap.com/bgnd/biblfram.htm

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

Understanding class blogs as a tool for language development. (n.d.). http://ltr.sagepub.com/content/12/4/517

University of Glasgow: Graduate Attributes. (n.d.-a). http://www.gla.ac.uk/students/attributes/

University of Glasgow: Graduate Attributes. (n.d.-b). http://www.gla.ac.uk/students/attributes/

UWF - Center for University Teaching, Learning, and Assessment - Assessment of Student Learning: Introduction to Bloom's Taxonomy. (n.d.). http://uwf.edu/cutla/assessstudent.cfm

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

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

https://dspace.mic.ul.ie/bitstream/handle/10395/1795/Morton,%20T.%20Walsh,%20S.%20 and%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

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

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

Weir, C. J. (2005). Language testing and validation: an evidence-based approach: Vol. Research and Practice in Applied Linguistics. Palgrave Macmillan. https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514 577

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

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

What's disciplinary epistemology got to do with EAP? | Teaching EAP. (n.d.). https://teachingeap.wordpress.com/2012/07/20/whats-disciplinary-epistemology-got-to-dowith-eap/

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

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

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

https://ebookcentral.proguest.com/lib/gla/detail.action?docID=2000150

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

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

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781351389 174

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

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781351389 174

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

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), 234–249. https://doi.org/10.1016/j.jeap.2008.10.004

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

Xing, J. Z. (2006). Teaching and learning Chinese as a foreign language: a pedagogical grammar. Hong Kong University Press. https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.5790/hongkong/978962209762 9.001.0001

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

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), 331–345. https://doi.org/10.1191/1362168804lr142xx