

Teaching English for Academic Purposes

masters option

View Online



1.

Hyland K, Shaw P, editors. The Routledge handbook of English for academic purposes [Internet]. Vol. Routledge handbooks in applied linguistics. London: Routledge Handbooks Online; 2016. Available from:
<https://ezproxy.lib.gla.ac.uk/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. Vol. 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]. Vol. 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. Vol.

Cambridge language teaching library. Cambridge: Cambridge University Press; 1997.

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:
<http://content.talisaspire.com/glasgow/bundles/586d1b024469ee4b068b457b>

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).

13.

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

14.

Flowerdew J, Peacock M, editors. *Research perspectives on English for academic purposes* [Internet]. Cambridge: Cambridge University Press; 2005. Available from: <https://ezproxy.lib.gla.ac.uk/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.

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.

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://ezproxy.lib.gla.ac.uk/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.

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.

West R. Needs analysis in language teaching. *Language Teaching*. 1994 Jan;27(01).

21.

Hyland K. *English for academic purposes: An advanced resource book* [Internet]. Vol. Routledge Applied Linguistics. Hoboken, New Jersey: Taylor & Francis; 2006. Available from: <https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006603>

22.

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

23.

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

24.

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>

25.

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

26.

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

27.

Benson P. Autonomy in language teaching and learning. Language Teaching. 2007 Jan;40(01).

28.

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

29.

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

30.

Dexter, Phil, Sheerin, Susan, International Association of Teachers of English as a Foreign Language. Learner independence worksheets 2. Whitstable: IATEFL; 1999.

31.

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

32.

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

33.

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>

34.

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

35.

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

36.

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://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=7362300&site=ehost-live>

37.

Samuels P. Promoting Learning Development as an Academic Discipline. *Journal of Learning Development in Higher Education* [Internet]. 2013;(5). Available from: <https://journal.aldinhe.ac.uk/index.php/jldhe/article/view/146>

38.

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

39.

LearnEnglish | British Council | Genre Families [Internet]. Available from: <https://learnenglish.britishcouncil.org/>

40.

A.W. B. Teaching in a Digital Age. Available from:
<https://opentextbc.ca/teachinginadigitalage/>

41.

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

42.

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

43.

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

44.

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

45.

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.

46.

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

47.

Uhrig K. Business and legal case genre networks: Two case studies. *English for Specific*

Purposes. 2012;31(2):127–36.

48.

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.

49.

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

50.

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

51.

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/>

52.

Wingate U. Academic literacy across the curriculum: Towards a collaborative instructional approach. Language Teaching. 2016 Oct 19;1–16.

53.

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.

54.

Hyland K, Bondi M, editors. Academic discourse across disciplines [Internet]. Vol. 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>

55.

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

56.

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

57.

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

58.

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.

59.

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.

60.

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.

61.

Biglan A. The characteristics of subject matter in different academic areas. *Journal of Applied Psychology* [Internet]. 1973;57(3):195–203. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=12361480&site=ehost-live>

62.

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

63.

S P Corder. PURE AND APPLIED RESEARCH IN LINGUISTICS: IS THE DIFFERENCE MERELY ONE OF MOTIVATION? *Studies in Second Language Acquisition* [Internet]. 1979 Mar;1(2). Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.cambridge.org/core/services/aop-cambridge-core/content/view/80E92B0E3412C690A7894CCC798A3A98/S0272263100000838a.pdf/div-class-title-pure-and-applied-research-in-linguistics-is-the-difference-merely-one-of-motivation-div.pdf>

64.

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

65.

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

66.

Journal of English for Academic Purposes. 10(2 (Listening in EAP)). Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/14751585/10/2>

67.

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).

68.

Shanahan C, Shanahan T, Misischia C. Analysis of Expert Readers in Three Disciplines. *Journal of Literacy Research*. 2011 Dec;43(4):393-429.

69.

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).

70.

Malcolm D. Reading strategy awareness of Arabic-speaking medical students studying in English. *System*. 2009 Dec;37(4):640-51.

71.

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

72.

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

73.

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).

74.

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

75.

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/>

76.

Hunston S. Corpora in applied linguistics [Internet]. Vol. The Cambridge applied linguistics series. Cambridge: Cambridge University Press; 2002. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524773>

77.

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

78.

Swales JM, Feak CB. Academic writing for graduate students: essential tasks and skills. 3rd ed. Vol. Michigan series in English for academic&professional purposes. Ann Arbor, Mich: University of Michigan Press; 2012.

79.

Weissberg B. The graduate seminar: Another research-process genre. English for Specific Purposes. 1993 Jan;12(1):23-35.

80.

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://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/article/pii/S0>

889490601000242

81.

Journal of English for Academic Purposes. 2 (Spoken Academic English)(1). Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/14751585/2/1>

82.

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

83.

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?sequence=2](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?sequence=2)

84.

Morita N. Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program. TESOL Quarterly. 2000 Summer;34(2).

85.

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

86.

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

87.

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

88.

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>

89.

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

90.

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>

91.

Hyland K. Teaching and researching writing. Third edition. Vol. Applied Linguistics in Action. New York: Routledge; 2016.

92.

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

93.

Xing JZ. Teaching and learning Chinese as a foreign language: a pedagogical grammar [Internet]. Hong Kong: Hong Kong University Press; 2006. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.5790/hongkong/9789622097629.001.0001>

94.

Davies M, Barnett R. The Palgrave handbook of critical thinking in higher education [Internet]. Basingstoke: Palgrave Macmillan; 2015. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://link.springer.com/book/10.1057/9781137378057>

95.

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

96.

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

97.

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>

98.

Atkinson D. A Critical Approach to Critical Thinking in TESOL. TESOL Quarterly. 1997 Spring;31(1).

99.

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).

100.

Thompson C. Teaching Critical Thinking in EAP Courses in Australia. TESOL Journal

[Internet]. 2011;11(4):15–20. Available from:
<https://ezproxy.lib.gla.ac.uk/login?url=https://onlinelibrary.wiley.com/doi/10.1002/j.1949-3533.2002.tb00104.x/pdf>

101.

Journal of English for Academic Purposes. 8(2). Available from:
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/14751585/8/2>

102.

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>

103.

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

104.

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>

105.

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

106.

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.

107.

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

108.

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.

109.

Breen MP. Contemporary Paradigms in Syllabus Design. Part I. Language Teaching. 1987 Apr;20(02).

110.

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

111.

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

112.

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

113.

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>

114.

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>

115.

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

116.

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

117.

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

118.

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

119.

Weir CJ. Language testing and validation: an evidence-based approach [Internet]. Vol. Research and Practice in Applied Linguistics. Basingstoke, Hampshire: Palgrave Macmillan; 2005. Available from:

<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

120.

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.

121.

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.

122.

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.

123.

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

124.

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

125.

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

126.

Robinson, Pauline C., British Council. Academic writing: process and product. Vol. ELT

documents. Basingstoke: Modern English Publications in association with the British Council; 1988.

127.

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

128.

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

129.

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>

130.

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

131.

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

132.

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

133.

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

134.

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

135.

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. New York: McGraw-Hill; 1997.

136.

Nation P. The Four Strands. Innovation in Language Learning and Teaching. 2007 Apr 16;1(1):2-13.

137.

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

138.

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

139.

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

140.

SCHMIDT RW. The Role of Consciousness in Second Language Learning¹. Applied Linguistics. 1990 Jun 1;11(2):129–58.

141.

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

142.

Watson Todd R. EAP or TEAP? Journal of English for Academic Purposes. 2003 Jan;2(2):147–56.

143.

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

144.

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

145.

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

146.

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

147.

Allwright, Dick. The developing language learner: an introduction to exploratory practice.

Vol. Research and practice in applied linguistics. Houndmills, Basingst: Palgrave Macmillan; 2009.

148.

Gieve, Simon, Miller, Inés K. Understanding the language classroom. Basingstoke: Palgrave Macmillan; 2006.

149.

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.

150.

Understanding class blogs as a tool for language development [Internet]. Available from: <http://ltr.sagepub.com/content/12/4/517>

151.

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

152.

Teachers' beliefs. Available from: <https://ezproxy.lib.gla.ac.uk/login?url=https://academic.oup.com/eltj/article/55/2/186/3114052>

153.

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.

154.

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

155.

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

156.

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

157.

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

158.

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

159.

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

160.

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.

161.

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

162.

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

163.

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>

164.

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

165.

Hyland, Ken, Hyland, Fiona. Feedback in Second Language Writing: Contexts and Issues [Internet]. Vol. Cambridge Applied Linguistics. Cambridge: Cambridge University Press; 2006. Available from:
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524742>

166.

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

167.

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

168.

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

169.

Badger R, White G. A process genre approach to teaching writing. *ELT Journal*. 2000 Apr 1;54(2):153-60.

170.

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.

171.

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

172.

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

173.

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

174.

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

175.

Wilson JJ. How to teach listening. Vol. How to--.. Harlow: Pearson Longman; 2008.

176.

Nuttall CE. Teaching reading skills in a foreign language. [2nd ed.]. Vol. Macmillan books

for teachers. Oxford: Macmillan Education; 2005.

177.

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

178.

Jordan RR. English for academic purposes: a guide and resource book for teachers. Vol. Cambridge language teaching library. Cambridge: Cambridge University Press; 1997.

179.

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