Teaching English for Academic Purposes

masters option



'Academic Word List - School of Linguistics and Applied Language Studies - Victoria University of Wellington'. N.p., n.d. Web. <http://www.victoria.ac.nz/lals/resources/academicwordlist/>.

Alexander, Olwyn, Argent, Sue, and Spencer, Jenifer. EAP Essentials: A Teacher's Guide to Principles and Practice. Reading: Garnet, 2008. Print.

---. EAP Essentials: A Teacher's Guide to Principles and Practice. Reading: Garnet, 2008. Print.

---. EAP Essentials: A Teacher's Guide to Principles and Practice. Reading: Garnet, 2008. Print.

---. EAP Essentials: A Teacher's Guide to Principles and Practice. Reading: Garnet, 2008. Print.

Alexander, Olwyn, Sue Argent, and Jenifer Spencer. EAP Essentials: A Teacher's Guide to Principles and Practice. Reading: Garnet Publishing Ltd, 2008. Print.

Allwright, Dick. 'Exploratory Practice: Rethinking Practitioner Research in Language Teaching'. Language Teaching Research 7.2 (2003): 113–141. Web.

Allwright, Dick. The Developing Language Learner: An Introduction to Exploratory Practice. Research and practice in applied linguistics. Houndmills, Basingst: Palgrave Macmillan, 2009. Print.

Atkinson, Dwight. 'A Critical Approach to Critical Thinking in TESOL'. TESOL Quarterly 31.1 (1997): n. pag. Web.

Badger, R., and G. White. 'A Process Genre Approach to Teaching Writing'. ELT Journal 54.2 (2000): 153–160. Web.

---. 'A Process Genre Approach to Teaching Writing'. ELT Journal 54.2 (2000): 153–160. Web.

'BALEAP Can Do Framework for EAP Syllabus Design and Assessment'. Web. <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'. Web. https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf.

Banerjee, Jayanti, and Dianne Wall. '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 (2006): 50–69. Web.

Basturkmen, Helen. Developing Courses in English for Specific Purposes. Basingstoke, Hampshire: Palgrave Macmillan, 2010. Web.

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=97802302 90518>.

Basturkmen, Helen. Ideas and Options in English for Specific Purposes. ESL and applied linguistics professional series. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2006. Print.

Becher, Tony. Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines. Buckingham: Society for Research into Higher Education & Open University Press, 1989. Web.

https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=97803352 30648>.

---. 'The Significance of Disciplinary Differences'. Studies in Higher Education 19.2 (1994): 151–161. Web.

---. 'Towards a Definition of Disciplinary Cultures'. Studies in Higher Education 6.2 (1981): 109–122. Web.

Bell, Roger T. An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching. London: Batsford, 1981. Print.

Benesch, Sarah. 'Needs Analysis and Curriculum Development in EAP: An Example of a Critical Approach'. TESOL Quarterly 30.4 (1996): n. pag. Web.

Benson, Phil. 'Autonomy in Language Teaching and Learning'. Language Teaching 40.01 (2007): n. pag. Web.

Biber, Douglas. University Language: A Corpus-Based Study of Spoken and Written Registers. Studies in corpus linguistics. Amsterdam: J. Benjamins, 2006. Print.

Biber, Douglas, Leech, Geoffrey N., and Conrad, Susan. Longman Student Grammar of Spoken and Written English. Harlow: Longman, 2002. Print.

Biglan, Anthony. 'The Characteristics of Subject Matter in Different Academic Areas.' Journal of Applied Psychology 57.3 (1973): 195–203. Web. <https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=tr ue&db=pdh&AN=1974-01819-001&site=ehost-live>.

Bitchener, J., and U. Knoch. 'The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation'. Applied Linguistics 31.2 (2010): 193–214. Web.

'Bloom's Taxonomy'. N.p., n.d. Web.

http://www.learningandteaching.info/learning/bloomtax.htm

'Bloomsbury - Academic Writing'. N.p., n.d. Web. <http://www.bloomsbury.com/uk/academic-writing-9781441112361/>.

Borg, Simon. 'Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do'. Language Teaching 36.2 (2003): 81–109. Web.

Bourdieu, Pierre et al. Academic Discourse: Linguistic Misunderstanding and Professional Power. Cambridge: Polity, 1994. Print.

Breen, Michael P. 'Contemporary Paradigms in Syllabus Design. Part I'. Language Teaching 20.02 (1987): n. pag. Web.

Bruce, Ian. 'Cognitive Genre Structures in Methods Sections of Research Articles: A Corpus Study'. Journal of English for Academic Purposes 7.1 (2008): 38–54. Web.

---. 'Results Sections in Sociology and Organic Chemistry Articles: A Genre Analysis'. English for Specific Purposes 28.2 (2009): 105–124. Web.

Bruce, Ian, 1953-. Theory and Concepts of English for Academic Purposes. Basingstoke, UK: Palgrave Macmillan, 2011. Print.

Byram, Michael and Morgan, Carol. Teaching-and-Learning Language-and-Culture. Multilingual matters (Series). Clevedon: Multilingual Matters, 1994. Print.

Coffin, Caroline, and James P. Donohue. 'Academic Literacies and Systemic Functional Linguistics: How Do They Relate?' Journal of English for Academic Purposes 11.1 (2012): 64–75. Web.

---. 'English for Academic Purposes: Contributions from Systemic Functional Linguistics and Academic Literacies'. Journal of English for Academic Purposes 11.1 (2012): 1–3. Web. https://www.sciencedirect.com. Science/article/pii/ S147515851100083X>.

Cooper, Amy, and Dawn Bikowski. 'Writing at the Graduate Level: What Tasks Do Professors Actually Require?' Journal of English for Academic Purposes 6.3 (2007): 206–221. Web.

Cottrell, Stella. Critical Thinking Skills: Developing Effective Analysis and Argument. Third edition. London: Palgrave, 2017. Web. https://ebookcentral.proguest.com/lib/gla/detail.action?docID=6234915.

Cottrell, Stella. Teaching Study Skills and Supporting Learning. Palgrave study guides. Basingstoke: Palgrave, 2001. Print.

Cottrell, Stella. The Study Skills Handbook. Fifth edition. London: Red Globe Press, 2019. Web. https://ebookcentral.proquest.com/lib/gla/detail.action?docID=6234945.

'Critical Thinking: Where to Begin'. N.p., n.d. Web. <http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796>. Davidson, Bruce W. 'Comments on Dwight Atkinson's "A Critical Approach to Critical Thinking in TESOL": A Case for Critical Thinking in the English Language Classroom'. TESOL Quarterly 32.1 (1998): n. pag. Web.

de Almeida Soares, Doris. 'Understanding Class Blogs as a Tool for Language Development'. Language Teaching Research 12.4 (2008): 517–533. Web.

Dexter, Phil, Sheerin, Susan, and International Association of Teachers of English as a Foreign Language. Learner Independence Worksheets 2. Whitstable: IATEFL, 1999. Print.

Dick Allwright. 'Developing Principles for Practitioner Research: The Case of Exploratory Practice'. The Modern Language Journal 89.3 353–366. Web. https://ezproxy.lib.gla.ac.uk/login?url=https://www.jstor.org/stable/3588663>.

Dr Armin Krishnan. 'What Are Academic Disciplines? Some Observations on the Disciplinarity vs. Interdisciplinarity Debate'. Web. <http://www.forschungsnetzwerk.at/downloadpub/what_are_academic_disciplines2009.pdf >.

Ellis, Gail and Sinclair, Barbara. Learning to Learn English: A Course in Learner Training : Learner's Book. Cambridge: Cambridge University Press, 1989. Print.

Ferris, Dana. 'Students' Views of Academic Aural/Oral Skills: A Comparative Needs Analysis'. TESOL Quarterly 32.2 (1998): n. pag. Web.

Flowerdew, John, ed. Academic Listening: Research Perspectives. Cambridge: Cambridge University Press, 1994. Web.

https://doi.org/10.1017/CBO9781139524612>

Flowerdew, Lynne. 'Integrating Traditional and Critical Approaches to Syllabus Design: The "What", the "How" and the "Why?"' Journal of English for Academic Purposes 4.2 (2005): 135–147. Web.

---. 'Integrating Traditional and Critical Approaches to Syllabus Design: The "What", the "How" and the "Why?"' Journal of English for Academic Purposes 4.2 (2005): 135–147. Web.

Gass, Susan M., Carolyn G. Madden, and Conference on Applied Linguistics. Input in Second Language Acquisition. Series on Issues in Second Language Research. Cambridge, MA: Newbury House, 1985. Print.

Gieve, Simon and Miller, Inés K. Understanding the Language Classroom. Basingstoke: Palgrave Macmillan, 2006. Print.

Gillett, A.J. 'Designing an EAP Syllabus: English Language Support for Further and Higher Education.' Journal of Further and Higher Education 13.2 (1989): 92–104. Web.

Gillett, Andy, and Claire Weetman. 'Investigation of the Perceived Usefulness of a StudyNet Group Discussion Facility by Students in Higher Education'. Journal for the Enhancement of Learning and Teaching 2.1 (2005): 36–43. Web.

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

Gillett, Andy, Liz Wray, and British Association of Lecturers in English for Academic Purposes. Assessing the Effectiveness of EAP Programmes. London: BALEAP, 2006. Print.

Green, Brent A., and Maureen Snow Andrade. 'Guiding Principles for Language Assessment Reform: A Model for Collaboration'. Journal of English for Academic Purposes 9.4 (2010): 322–334. Web.

Groom, Nicholas. 'Pattern and Meaning across Genres and Disciplines: An Exploratory Study'. Journal of English for Academic Purposes 4.3 (2005): 257–277. Web.

Horowitz, Daniel M. 'What Professors Actually Require: Academic Tasks for the ESL Classroom'. TESOL Quarterly 20.3 (1986): n. pag. Web.

Hunston, Susan. Corpora in Applied Linguistics. The Cambridge applied linguistics series. Cambridge: Cambridge University Press, 2002. Web. <https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524773>.

Hyland, Ken. Disciplinary Discourses: Social Interactions in Academic Writing. Applied linguistics and language study. Harlow: Longman, 2000. Print.

---. Disciplinary Discourses: Social Interactions in Academic Writing. Applied linguistics and language study. Harlow: Longman, 2000. Print.

Hyland, Ken. Disciplinary Identities: Individuality and Community in Academic Discourse. Cambridge applied linguistics. Cambridge: Cambridge University Press, 2012. Print.

Hyland, Ken. English for Academic Purposes: An Advanced Resource Book. New Ed. Routledge applied linguistics. Abingdon, UK; New York, NY: Routledge, 2006. Print.

Hyland, Ken, and Marina Bondi, eds. Academic Discourse across Disciplines. Linguistic Insights : Studies in Language and Communication. Bern, Switzerland: Peter Lang AG, 2006. Web. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1053948>.

Hyland, Ken, and Liz Hamp-Lyons. 'EAP: Issues and Directions'. Journal of English for Academic Purposes 1.1 (2002): 1–12. Web.

---. 'EAP: Issues and Directions'. Journal of English for Academic Purposes 1.1 (2002): 1–12. Web.

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

Hyland, Ken, and Fiona Hyland. 'Feedback on Second Language Students' Writing'. Language Teaching 39.02 (2006): n. pag. Web.

Jordan, R. R. English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge language teaching library. Cambridge: Cambridge University Press, 1997. Print. Jordan, R. R. English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge language teaching library. Cambridge: Cambridge University Press, 1997. Print.

---. 'English for Academic Purposes (EAP)'. Language Teaching 22.03 (1989): n. pag. Web. 'Journal of English for Academic Purposes'. 10.2 (Listening in EAP) n. pag. Web. <https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/147 51585/10/2>.

'---'. 2 (Spoken Academic English).1 n. pag. Web. <https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/147 51585/2/1>.

'---'. 8.2 n. pag. Web.

<https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/147 51585/8/2>.

Lea, Mary R., and Brian V. Street. 'Student Writing in Higher Education: An Academic Literacies Approach'. Studies in Higher Education 23.2 (1998): 157–172. Web.

Lynch, Brian K. Language Program Evaluation: Theory and Practice. The Cambridge applied linguistics series. Cambridge [England]: Cambridge University Press, 1996. Print.

Morita, Naoko. 'Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program'. TESOL Quarterly 34.2 (2000): n. pag. Web.

---. 'Discourse Socialization through Oral Classroom Activities in a TESL Graduate Program'. TESOL Quarterly 34.2 (2000): n. pag. Web.

Muncie, J. 'Using Written Teacher Feedback in EFL Composition Classes'. ELT Journal 54.1 (2000): 47–53. Web.

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. Print.

Nation, Paul. 'The Four Strands'. Innovation in Language Learning and Teaching 1.1 (2007): 2–13. Web.

Nesi, Hilary. Genres across the Disciplines: Student Writing in Higher Education. (The Cambridge applied linguistics serie. Cambridge: Cambridge University Press, 2012. Print.

Nesi, Hilary, and Sheena Gardner. Genres across the Disciplines: Student Writing in Higher Education. Cambridge: Cambridge University Press, 2012. Web. https://ezproxy.lib.gla.ac.uk/login?url=https://doi.org/10.1017/9781009030199.

Neumann, Ruth. 'Disciplinary Differences and University Teaching'. Studies in Higher Education 26.2 (2001): 135–146. Web.

Nunan, David and Carter, Ronald. The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press, 2001. Print.

Nuttall, Christine E. Teaching Reading Skills in a Foreign Language. [2nd ed.]. Macmillan books for teachers. Oxford: Macmillan Education, 2005. Print.

O'Brien, Teresa. 'Writing in a Foreign Language: Teaching and Learning'. Language Teaching 37.1 (2004): 1–28. Web.

Peacock, Matthew and Flowerdew, John. Research Perspectives on English for Academic Purposes. Cambridge applied linguistics series. Cambridge: Cambridge University Press, 2001. Print.

Peacock, Matthew, and John Flowerdew. Research Perspectives on English for Academic Purposes. Cambridge applied linguistics series. Cambridge: Cambridge University Press, 2001. Print.

Pecorari, Diane. Teaching to Avoid Plagiarism: How to Promote Good Source Use. Maidenhead, Berkshire: Open University Press, McGraw-Hill Education, 2013. Web. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1336595>.

'Principles and Practices in Second Language Aquisition'. Web. http://www.sdkrashen.com/content/books/principles_and_practice.pdf.

Robinson, Pauline C. ESP Today: A Practitioner's Guide. Language teaching methodology series. London: Prentice Hall, 1991. Print.

Robinson, Pauline C. and British Council. Academic Writing: Process and Product. ELT documents. Basingstoke: Modern English Publications in association with the British Council, 1988. Print.

---. Academic Writing: Process and Product. ELT documents. Basingstoke: Modern English Publications in association with the British Council, 1988. Print.

Rollinson, P. 'Using Peer Feedback in the ESL Writing Class'. ELT Journal 59.1 (2005): 23–30. Web.

Samraj, Betty. 'Discourse Features of the Student-Produced Academic Research Paper: Variations across Disciplinary Courses'. Journal of English for Academic Purposes 3.1 (2004): 5–22. Web.

SCHMIDT, R. W. 'The Role of Consciousness in Second Language Learning1'. Applied Linguistics 11.2 (1990): 129–158. Web.

'Subject Benchmark Statements: Languages and Related Studies'. N.p., n.d. Web. <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchma rk-statement-languages-cultures-and-societies>.

Sun, Yu-Chih. 'Do Journal Authors Plagiarize? Using Plagiarism Detection Software to Uncover Matching Text across Disciplines'. Journal of English for Academic Purposes 12.4 (2013): 264–272. Web.

Swales, John M. Genre Analysis: English in Academic and Research Settings. The Cambridge applied linguistics series. Cambridge: Cambridge University Press, 1990. Print.

'Teachers' Beliefs'. n. pag. Web. <https://ezproxy.lib.gla.ac.uk/login?url=https://academic.oup.com/eltj/article/55/2/186/311 4052>.

'The University's Student Guide to Assessment'. Web. <http://www.gla.ac.uk/media/media_106264_en.pdf>.

Thompson, Celia. 'Teaching Critical Thinking in EAP Courses in Australia'. TESOL Journal 11.4 (2011): 15–20. Web. <https://ezproxy.lib.gla.ac.uk/login?url=https://onlinelibrary.wiley.com/doi/10.1002/j.1949-3533.2002.tb00104.x/pdf>.

Tony Becher and Paul R. Trowler. 'Academic Tribes and Territories'. Web. https://www.mheducation.co.uk/openup/chapters/0335206271.pdf>.

'Towards Reflective Teaching'. Web. <http://www.tttjournal.co.uk/uploads/File/back_articles/Towards_Reflective_Teaching.pdf>.

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

Tudor, I. 'Teacher Roles in the Learner-Centred Classroom'. ELT Journal 47.1 (1993): 22–31. Web.

'UEfAP: EAP Background Reading'. N.p., n.d. Web. < http://www.uefap.com/bgnd/biblfram.htm>.

Uhrig, Karl. 'Business and Legal Case Genre Networks: Two Case Studies'. English for Specific Purposes 31.2 (2012): 127–136. Web.

'University of Glasgow :Graduate Attributes'. N.p., n.d. Web. <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.p., n.d. Web. <http://uwf.edu/cutla/assessstudent.cfm>.

Wajnryb, Ruth. Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers. Cambridge teacher training and development. Cambridge: Cambridge University Press, 1992. Print.

Watson Todd, Richard. 'EAP or TEAP?' Journal of English for Academic Purposes 2.2 (2003): 147–156. Web.

Weigle, Sara Cushing. Assessing Writing. Cambridge language assessment series. Cambridge: Cambridge University Press, 2002. Print.

Weissberg, Bob. 'The Graduate Seminar: Another Research-Process Genre'. English for Specific Purposes 12.1 (1993): 23–35. Web.

Wilson, J. J. How to Teach Listening. How to--. Harlow: Pearson Longman, 2008. Print.

Woodward-Kron, R. 'Critical Analysis versus Description? Examining the Relationship in Successful Student Writing'. Journal of English for Academic Purposes 1.2 (2002): 121–143. Web.

Woodward-Kron, Robyn. 'More than Just Jargon – the Nature and Role of Specialist Language in Learning Disciplinary Knowledge'. Journal of English for Academic Purposes 7.4 (2008): 234–249. Web.

---. 'More than Just Jargon – the Nature and Role of Specialist Language in Learning Disciplinary Knowledge'. Journal of English for Academic Purposes 7.4 (2008): 234–249. Web.

Wright, Tony. 'Second Language Teacher Education: Review of Recent Research on Practice'. Language Teaching 43.03 (2010): 259–296. Web.

Yakhontova, Tatyana. 'Cultural and Disciplinary Variation in Academic Discourse: The Issue of Influencing Factors'. Journal of English for Academic Purposes 5.2 (2006): 153–167. Web.

Zhang, Ruwen. 'Using the Principles of Exploratory Practice to Guide Group Work in an Extensive Reading Class in China'. Language Teaching Research 8.3 (2004): 331–345. Web.