

Teaching English for Academic Purposes (Online Course)

A fully online masters level course
LANGCTR5020

View Online



1

Charles M, Pecorari D, Ebooks Corporation Limited. Introducing English for academic purposes. London: : Routledge 2016.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4185925>

2

Hyland K. English for academic purposes: An advanced resource book. Hoboken, New Jersey: : Taylor & Francis 2006.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006603>

3

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

4

Jordan RR. English for academic purposes: a guide and resource book for teachers. Cambridge: : Cambridge University Press 1997.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9780511733062>

5

Hyland K, Shaw P, editors. The Routledge handbook of English for academic purposes. London: : Routledge Handbooks Online 2016.
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.routledgehandbooks.com/doi/10.4324/9781315657455>

6

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

7

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

8

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

9

Ebooks Corporation Limited. Routledge encyclopedia of language teaching and learning.
Second edition. Abingdon, Oxon: : Routledge 2013.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1244603>

10

Paltridge B, Starfield S, editors. The handbook of English for specific purposes. Chicester,
West Sussex: : John Wiley & Sons, Inc 2013.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1120617>

11

Hall G. The Routledge handbook of English language teaching. London: : Routledge
Handbooks Online 2016.
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.routledgehandbooks.com/doi/10.4324/9781315676203>

12

Ding A, Bruce I, Dawson Books. The English for academic purposes practitioner: operating
on the edge of academia. Cham: : Palgrave Macmillan 2017.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9783319597>

379

13

Blaj-Ward L, SpringerLink (Online service). Language Learning and Use in English-Medium Higher Education. Cham: : Springer International Publishing 2017.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1007/978-3-319-63239-1>

14

Boyle J, Ramsay S. Writing for science students. London: : Palgrave 2017.

15

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

16

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

17

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

18

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

19

Coffin C, Donohue JP. Academic Literacies and systemic functional linguistics: How do they

relate? Journal of English for Academic Purposes 2012;**11**:64–75.
doi:10.1016/j.jeap.2011.11.004

20

Lea MR, Street BV. Student writing in higher education: An academic literacies approach. Studies in Higher Education 1998;**23**:157–72. doi:10.1080/03075079812331380364

21

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

22

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

23

Bourdieu P, Passeron J-C, Saint Martin M de, et al. Academic discourse: linguistic misunderstanding and professional power. Cambridge: : Polity 1994.

24

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

25

West R. Needs analysis in language teaching. Language Teaching 1994;**27**.
doi:10.1017/S0261444800007527

26

Jordan RR. English for academic purposes: a guide and resource book for teachers. Cambridge: : Cambridge University Press 1997.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9780511733062>

27

LEA, MARY R.STREET, BRIAN V. Student writing in higher education: An academic literacies approach. Studies in Higher Education;**23**
[.https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=823482&site=ehost-live](https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=823482&site=ehost-live)

28

Hyland K. English for academic purposes. Hoboken, New Jersey: : Taylor & Francis 2006.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780203006603>

29

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

30

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

31

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

32

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

33

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

34

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

35

Tudor I. Teacher roles in the learner-centred classroom. *ELT Journal* 1993;**47**:22–31.
doi:10.1093/elt/47.1.22

36

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

37

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

38

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

39

Ursula Wingate. Academic Literacy and Student Diversity. 2015.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=2000150>

40

Kettle M. International student engagement in higher education: transforming practices, pedagogies and participation. Bristol: : Multilingual Matters 2017.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781783098200>

41

Neumann R, Parry S, Becher T. Teaching and Learning in their Disciplinary Contexts: a conceptual analysis... Studies in Higher Education 2002;**27**:405–17.
<https://ezproxy.lib.gla.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=7362300&site=ehost-live>

42

Hyland K, Bondi M, editors. Academic discourse across disciplines. Bern, Switzerland: : Peter Lang AG 2006.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1053948>

43

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

44

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

45

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

46

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

47

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

48

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

49

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

50

Peter Samuels. Promoting Learning Development as an Academic Discipline. *Journal of Learning Development in Higher Education* Published Online First: 2013. [http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path\[\]=146&path\[\]=126](http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path[]=146&path[]=126)

51

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

52

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

53

Biglan A. The characteristics of subject matter in different academic areas. *Journal of Applied Psychology* 1973;**57**: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>

54

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

<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780335230648>

55

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;**7**:234–49. doi:10.1016/j.jeap.2008.10.004

56

Nesi H, Gardner S. Genres across the disciplines: student writing in higher education. Cambridge: : Cambridge University Press 2012.

57

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

58

Swales JM. Research genres: explorations and applications. Cambridge: : Cambridge University Press 2004.

59

Ding A. What's disciplinary epistemology got to do with EAP? | Teaching EAP. <https://teachingeap.wordpress.com/2012/07/20/whats-disciplinary-epistemology-got-to-do-with-eap/>

60

Chazal E de, McCarter S. Oxford EAP: a course in English for academic purposes, Upper-intermediate/B2. Oxford: : Oxford University Press 2012.

61

Swales JM, Feak CB. Academic writing for graduate students: essential tasks and skills. 3rd ed. Ann Arbor, Mich: : University of Michigan Press 2012.

62

Manning A. English for language and linguistics in higher education studies: Course book. Reading: : Garnet Education 2008.

63

McMahon P. Group work: work together for academic success. London: : Collins EAP 2013.

64

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

65

Journal of English for Academic Purposes. ;**10**
[.https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/14751585/10/2](https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/14751585/10/2)

66

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

67

Biber D, Conrad S, Reppen R, et al. Speaking and Writing in the University: A

Multidimensional Comparison. TESOL Quarterly 2002;**36**. doi:10.2307/3588359

68

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

69

Swales JM, Feak CB. Academic writing for graduate students: essential tasks and skills. 3rd ed. Ann Arbor, Mich: : University of Michigan Press 2012.

70

Hunston S. Corpora in applied linguistics. Cambridge: : Cambridge University Press 2002.

71

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

72

Helen Basturkmen, Author Vitae. Negotiating meaning in seminar-type discussion and EAP. Negotiating meaning in seminar-type discussion and EAP 2002;**21**:233–42. <https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/article/pii/S0889490601000242>

73

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

74

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

.<https://ezproxy.lib.gla.ac.uk/login?url=https://www.sciencedirect.com/science/journal/14751585/2/1>

75

Hyland K, Shaw P, editors. The Routledge handbook of English for academic purposes. London: : Routledge Handbooks Online 2016.
<https://ezproxy.lib.gla.ac.uk/login?url=https://www.routledgehandbooks.com/doi/10.4324/9781315657455>

76

Charles M, Pecorari D, Ebooks Corporation Limited. Introducing English for academic purposes. London: : Routledge 2016.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=4185925>

77

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

78

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

79

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

80

Lynch T. Learning from the transcripts of an oral communication task. ELT Journal 2007; **61**

:311-20. doi:10.1093/elt/ccm050

81

Anderson K, Lynch T, Maclean J. Study speaking: a course in spoken English for academic purposes. 2nd ed. Cambridge: : Cambridge University Press 2004.

82

Badger R, White G. A process genre approach to teaching writing. *ELT Journal* 2000;**54**:153-60. doi:10.1093/elt/54.2.153

83

Nesi H, Gardner S. Genres across the disciplines: student writing in higher education. Cambridge: : Cambridge University Press 2012.

84

Coffin C, Curry MJ, Goodman S, et al. Teaching academic writing: a toolkit for higher education. London: : Routledge 2003.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=240592>

85

Writing for a Purpose. <http://www.uefap.com/writingforapurpose/>

86

Wingate U, Andon N, Cogo A. Embedding academic writing instruction into subject teaching: A case study. *Active Learning in Higher Education* 2011;**12**:69-81. doi:10.1177/1469787410387814

87

Flowerdew L. Using a genre-based framework to teach organizational structure in academic writing. *ELT Journal* 2000;**54**:369-78. doi:10.1093/elt/54.4.369

88

Astorga MC. Teaching Academic Writing in the EFL Context: Redesigning Pedagogy. *Pedagogies: An International Journal* 2007;**2**:251–67. doi:10.1080/15544800701670089

89

Hyland K. Genre-based pedagogies: A social response to process. *Journal of Second Language Writing* 2003;**12**:17–29. doi:10.1016/S1060-3743(02)00124-8

90

Bruce I. Syllabus design for general EAP writing courses: A cognitive approach. *Journal of English for Academic Purposes* 2005;**4**:239–56. doi:10.1016/j.jeap.2005.03.001

91

Cheng A. Understanding learners and learning in ESP genre-based writing instruction. *English for Specific Purposes* 2006;**25**:76–89. doi:10.1016/j.esp.2005.07.002

92

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

93

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

94

Hyland, Ken. *Disciplinary discourses: social interactions in academic writing*. Harlow: : Longman 2000.

95

Flowerdew J, Costley T. Discipline-specific writing: theory into practice. Milton Park, Abingdon, Oxon: : Routledge 2016.

96

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

97

Swales JM. Genre analysis: English in academic and research settings. Cambridge: : Cambridge University Press 1990.

98

Hunston S. Corpora in applied linguistics. Cambridge: : Cambridge University Press 2002.
<https://ezproxy.lib.gla.ac.uk/login?url=https://dx.doi.org/10.1017/CBO9781139524773>

99

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

100

Biber D, Conrad S, Reppen R, et al. Speaking and Writing in the University: A Multidimensional Comparison. TESOL Quarterly 2002;**36**. doi:10.2307/3588359

101

Hyland K, Sancho Guinda C, editors. Stance and voice in written academic genres. Basingstoke: : Palgrave Macmillan 2012.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9781137030>

825

102

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

103

Paul, R. Critical Thinking Movement: 3 Waves. 2011.
<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;**30**:261–74. doi:10.1080/07294360.2010.501328

105

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

106

Thompson C. Teaching Critical Thinking in EAP Courses in Australia. TESOL Journal 2011;**11**:15–20.
<https://ezproxy.lib.gla.ac.uk/login?url=https://onlinelibrary.wiley.com/doi/10.1002/j.1949-3533.2002.tb00104.x/pdf>

107

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

108

Atkinson D. A Critical Approach to Critical Thinking in TESOL. TESOL Quarterly 1997;**31**.
doi:10.2307/3587975

109

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;**32**. doi:10.2307/3587906

110

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

111

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

112

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

113

Biggs JB, Tang CS, Society for Research into Higher Education, et al. Teaching for quality learning at university: what the student does. Fourth edition. Maidenhead: : McGraw-Hill/Society for Research into Higher Education/Open University Press 2011.
<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=798265>

114

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

Academic 2013. <https://ebookcentral.proquest.com/lib/gla/detail.action?docID=1742612>

115

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

116

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

117

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

118

Weir CJ. Language testing and validation: an evidence-based approach. Basingstoke, Hampshire: : Palgrave Macmillan 2005.
<https://www.vlebooks.com/vleweb/product/openreader?id=GlasgowUni&isbn=9780230514577>

119

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

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;**5**:50–69. doi:10.1016/j.jeap.2005.11.003

121

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

122

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

123

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

124

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

125

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