

Swales And Feak Answers

The Commentary for the third edition of this successful guide to writing has been revised and expanded in many ways to provide more support for instructors; this includes additional tasks for Units Two and Four to supplement the main text. However, the collegial tone established in previous Commentaries between Swales & Feak and instructors has been retained. This volume contains commentaries on each of the eight units plus the two appendixes. The format for each unit includes a summary of the main points of the unit along with a list of topics covered, a synopsis of activities, divided into Language Focus sections and description of tasks. Some general notes designed to capture the character of the unit, to indicate alternative activities, or to anticipate problems that may arise. Detailed commentary and discussion of individual tasks, including model or sample answers where possible. Featuring a collection of newly commissioned essays, edited by two leading scholars, this Handbook surveys the key research findings in the field of English for Specific Purposes (ESP).

- Provides a state-of-the-art overview of the origins and evolution, current research, and future directions in ESP
- Features newly-commissioned contributions from a global team of leading scholars
- Explores the history of ESP and current areas of research, including speaking, reading, writing, technology, and business, legal, and medical English
- Considers perspectives on ESP research such as genre, intercultural rhetoric, multimodality, English as a lingua franca and ethnography

This hands-on book introduces students to the demands of university study in a clear and accessible way and helps them to understand what is expected of them. It helps students to develop the core skills they need to succeed at university, and gives guidance on the key forms of academic writing, including essays, reports, reflective assignments and exam papers. It shows students how to recognise opinions, positions and bias in academic texts from a range of genres, develop their own 'voice' and refer to others' ideas in an appropriate way. It also features authentic examples of academic texts and engaging activities throughout to aid understanding. Packed with practical guidance and self-study activities, this book will be an essential resource for all students new to university-level study.

Writing Academic Papers is a book for undergraduate students in higher learning institutions and colleges designed to help them accomplish their academic paper assignments. This book comprises most materials necessary for students to write convincing and persuasive academic papers. It defines an academic paper, explains its importance in higher education, and outlines the necessary steps in writing a well-presented, well-argued, and well-documented academic paper. This book also discusses in detail and with concrete examples the question of plagiarism, the most serious offense in academic writing, including the effects of plagiarism in the production of new knowledge and the consequences to those caught plagiarizing. This book is an invaluable resource for all beginning students striving to achieve ethical and excellent writing performances.

Answers May Vary: Essays on Teaching English as a Second Language
Teaching Academic Writing as a Discipline-Specific Skill in Higher Education
Creating Contexts
A Resource Manual for Beginners in Higher-Learning Institutions and Colleges
ESP in European Higher Education
The Handbook of Language Teaching
The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching. With 34 chapters authored by leading figures from around the world, the Handbook provides an historical overview of the development of language teaching materials, critical discussion of core issues, and an assessment of future directions. The contributions represent a range of different international contexts, providing insightful, state-of-the-art coverage of the field. Structured in nine sections, the Handbook covers: changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice, this accessible Handbook is essential reading for researchers, scholars, and students on MA programmes in ELT, TESOL, and applied linguistics.

Plagiarism has long been regarded with concern by the university community as a serious act of wrongdoing threatening core academic values. There has been a perceived increase in plagiarism over recent years, due in part to issues raised by the new media, a diverse student population and the rise in English as a lingua franca. This book examines plagiarism, the inappropriate relationship between a text and its sources, from a linguistic perspective. Diane Pecorari brings recent linguistic research to bear on plagiarism, including processes of first and second language writers; interplay between reading and writing; writer's identity and voice; and the expectations of the academic discourse community. Using empirical data drawn from a large sample of student writing, compared against written sources, Academic Writing and Plagiarism argues that some plagiarism, in this linguistic context, can be regarded as a failure of pedagogy rather than a deliberate attempt to transgress. The book examines the implications of this gap between the institutions' expectations of the students, student performance and institutional awareness, and suggests pedagogic solutions to be implemented at student, tutor and institutional levels. Academic Writing and Plagiarism is a cutting-edge research monograph which will be essential reading for researchers in applied linguistics.

The status of LSP (Languages for Specialised Purposes) in the contemporary socio-cultural context is an ongoing central issue of scholarly debate. Specialised Languages in the Global Village examines the impact of globalisation on intercultural communication within specialised communities of practice. The contributions to the volume provide linguistically and pedagogically-informed discussion on modes of communication practice in professional and institutional domains, frames of social action and the construction of professional identities. The contributors also address issues of languages and social entrepreneurship, and the acquisition and development of linguistic/cultural competence in foreign languages for specialised purposes. The edition is a valuable resource for researchers in LSP, specialists in the fields of discourse analysis, sociolinguistics and scholars in the area of rhetoric and composition. It will also be of interest to professional translators, language editors and language advisors in the fields of specialised academic/professional communication. LSP instructors and foreign language teachers will also find informed guidelines and useful pedagogical proposals for classroom implementation.

This co-edited book provides doctoral candidates with a practical, cross-discipline handbook for successfully navigating the doctoral process – from initial program selection to the final dissertation defense and preparing for the faculty interview. Invited chapters from established higher education experts cover topics ranging from university and program selection, preparing for comprehensive exams and dissertation research, self-care and self-management strategies, and recommendations for maintaining personal and professional support systems. Each chapter includes strategies for success and practical tips, including how to create a study guide for the comprehensive examination, how to create a professional support group, how to talk to your family about the doctoral process, how to select and work with a chair and committee, how to identify an appropriate research design, how to navigate the IRB process, and how to master the research and writing process.

Writing Academic Papers
Words for working
Cross-linguistic and Cross-cultural Perspectives on Academic Discourse
A Handbook of Strategies for Success
Grammar Choices for Graduate and Professional Writers, Second Edition
Navigating the Doctoral Journey

The goals of this resource are broader than many standard books on writing assessment, which focus on evaluating an individual's ability to create an effective piece of writing for a particular purpose. Assessing Writing, Assessing Learning seeks to support teachers, administrators, program directors, and funding entities who want to make the best use of the resources at their disposal to understand what students are learning and why and then take actions based on what they have learned. It also seeks to provide a common basis for communication among all the interested parties—the writing professionals, the people who identified the need for the program, and the students. The book has sections on planning, tools (different ways of collecting data and links to instruments), and reporting (examples provided). Each section includes a discussion of issues and advice for working through the issue along with numerous examples, plus a list of resources to consult to learn more. The final chapter provides worksheets that may be reproduced and used to help those in charge of setting up and delivering a writing program to think through the issues presented. A glossary of terms is also included.

Translingualism refers to an orientation in scholarship that recognizes the fluidity of language boundaries and endorses a greater tolerance for the plurality of Englishes worldwide. However, it is possible that translanguaging exacerbates the very problems it seeks to redress? This book seeks to destabilize underlying attitudes inherent in the narrowly conceptualized view of Englishes by pushing forward current theories of translanguaging and integrating cutting-edge scholarship from sociolinguistics, critical theory, and composition studies. The Politics of Translingualism pays particular attention to the politics of evaluating language, including different Englishes, at a moment of unprecedented linguistic plurality worldwide. The book draws on analyses of a wide range of artifacts, from television commercials, social media comments, contemporary and canonical poetry, contemporary and historical English phrasebooks, commercial shop signs, and the writing of multilingual university students. The volume also looks outside the classroom, featuring interviews with recruiters in a number of professional fields to examine the ways in which language ideologies about Englishes can impact students entering the workforce. This book offers an innovative take on current debates on multilingualism and global Englishes, serving as an ideal resource for students and scholars in applied linguistics, sociolinguistics, composition studies, education, and cultural studies.

Genre analysis has become a key approach within the field of English for Specific Purposes and helps students understand particular language use patterns in target contexts. Introducing Genre and English for Specific Purposes provides an overview of how genre has been conceptualized and applied in ESP, as well as the features that distinguish ESP genre research and teaching from those of other genre schools. The macro and micro aspects of ESP genre-based pedagogy are also analysed and include: different possibilities for planning and designing an ESP genre-based course; the concrete, micro aspects of materials creation; and how genres can be learned through play. Introducing Genre and English for Specific Purposes is essential reading for students and pre-service teachers who are studying Genre, English for Specific Purposes or language teaching methodologies.

Many universities worldwide now require established and novice scholars, as well as PhD students, to publish in English in international journals. This growing trend gives rise to multiple interrelated questions, which this volume seeks to address through the perspectives of a group of researchers and practitioners who met in Coimbra, Portugal in 2015 for the PRISEAL and MET conferences. The volume offers truly global coverage, with chapters focusing on vastly different geo-social areas, and disciplines from the humanities to the hard sciences. It will be of interest to applied linguists, particularly those working in the area of English for Research Publication Purposes, and to language professionals working in research writing support, research supervision and academic publishing, as well as to journal editors and managers.

Practices, Processes and Pleasures
Academic Writing and Plagiarism
Publishing Research in English as an Additional Language
Persuasion: History, Theory, Practice
The Handbook of English for Specific Purposes
Approaches to Supporting Graduate Students in the Writing Center

Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over that last decade, increasing attention has been paid to the notion of genre and its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an accessible introduction to current theory and research in the area of written genres--and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions and small-scale practical research activities. Like the other texts in the popular Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing.

Grammar Choices is a different kind of grammar book: It is written for graduate students, including MBA, master's, and doctoral candidates, as well as postdoctoral researchers and faculty. Additionally, it describes the language of advanced academic writing with more than 300 real examples from successful graduate students and from published texts, including corpora. Each of the eight units in Grammar Choices contains: an overview of the grammar topic; a preview test that allows students to assess their control of the target grammar and teachers to diagnose areas of difficulty; an authentic example of graduate-student writing showing the unit grammar in use; clear descriptions of essential grammar structures using the framework of functional grammar, cutting-edge research in applied linguistics, and corpus studies; vocabulary relevant to the grammar point is introduced—for example, common verbs in the passive voice, summary nouns used with this/these, and irregular plural nouns; authentic examples for every grammar point from corpora and published texts; exercises for every grammar point that help writers develop grammatical awareness and use, including completing sentences, writing, revising, paraphrasing, and editing; and a section inviting writers to investigate discipline-specific language use and apply it to an academic genre. Among the changes in the Second Edition are: new sections on parallel form (Unit 2) and possessives (Unit 5) revised and expanded explanations, but particularly regarding verb complementation, complement noun clauses, passive voice, and stance/engagement a restructured Unit 2 and significantly revised/updated Unit 7 new Grammar Awareness tasks in Units 3, 5, and 6 new exercises plus revision/updates of many others self-editing checklists in the Grammar in Your Discipline sections at the end of each unit representation of additional academic disciplines (e.g., engineering, management) in example sentences and texts and in exercises.

New material featured in this edition includes updates and replacements of older data sets, a broader range of disciplines represented in models and examples, a discussion of discourse analysis, and tips for Internet communication.

ReWriting the Center illuminates how core writing center pedagogies and institutional arrangements are complicated by the need to create intentional, targeted support for advanced graduate writers. Most writing center tutors are undergraduates, whose lack of familiarity with the genres, preparatory knowledge, and research processes integral to graduate-level writing can leave them underprepared to assist graduate students. Complicating the issue is that many of the graduate students who take advantage of writing center support are international students. The essays in this volume show how to navigate the divide between traditional writing center theory and practices, developed to support undergraduate writers, and the growing demand for writing centers to meet the needs of advanced graduate writers. Contributors address core assumptions of writing center pedagogy, such as the concept of peers and peer tutoring, the emphasis on one-to-one tutorials, the positioning of tutors as generalists rather than specialists, and even the notion of the writing center as the primary location or center of the tutoring process. ReWriting the Center offers an imaginative perspective on the benefits writing centers can offer to graduate students and on the new possibilities for inquiry and practice graduate students can inspire in the writing center. Contributors: Laura Brady, Michelle Cox, Thomas Deans, Paula Gillespie?, Mary Glavan, Marilyn Gray?, James Holsinger?, Elena Kallestinova, Tika Lamsal?, Patrick S. Lawrence, Elizabeth Lenaghan, Michael A. Pemberton?, Sherry Wynn Perdue?, Doug Phillips, Juliann Reineke?, Adam Robinson?, Steve Simpson, Nathalie Singh-Corcoran?, Ashly Bender Smith, Sarah Summers?, Molly Tetreault?, Joan Turner, Bronwyn T. Williams, Joanna Wolfe

The Wiley Handbook of Adult Literacy

ReWriting the Center

Writing a Literature Review

A Course Book and Reference Guide

A Student's Guide to Studying at University

Changing Practices for the L2 Writing Classroom

Academic Writing for Graduate StudentsEssential Tasks and SkillsUniversity of Michigan Press ELT

George Pullman's lively and accessible introduction to the study of persuasion is an ideal text for use in courses where the understanding and practice of argumentation, rhetoric, and critical thinking are central. Continually challenging his readers to seek and recognize sound evidence, to question the obvious, and to assess and reassess the credibility of claims made by others—including the author's own--Pullman shows the way to strong writing, effective speaking, and rigorous critical thinking.

Designed to enable non-native English speakers to write science research for publication in English, this book is intended as a do-it-yourself guide for those whose English language proficiency is above intermediate. It guides them through the process of writing science research and also helps with writing a Master's or Doctoral thesis in English

Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student-writers to know. The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing, they must have the foundations of language in place--the language tools (grammar and vocabulary) they need to build a text. This text offers a compendium of techniques for teaching writing, grammar, and lexis to second-language learners that will help teachers effectively target specific problem areas of students' writing. Based on the findings of current research, including a large-scale study of close to 1,500 non-native speakers' essays, this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students' writing. The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners' language gains. Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second-language teachers of writing and second-language writers. Parts II and III include the key elements of classroom teaching: what to teach and why, possible ways to teach the material in the classroom, common errors found in student prose and ways to teach students to avoid them, teaching activities and suggestions, and questions for discussion in a teacher-training course. Appendices to chapters provide supplementary word and phrase lists, collocations, sentence chunks, and diagrams that teachers can use as needed. The book is designed as a text for courses that prepare teachers to work with post-secondary EAP students and as a professional resource for teachers of students in EAP courses.

English for Professional and Academic Purposes

Essential Tasks and Skills

The Routledge Handbook of Materials Development for Language Teaching

Practices, Pathways and Potentials

A practical guide to data collection and analysis

Teaching Academic L2 Writing

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

Developing persuasive, clear, authoritative writing for academic and professional work can be a real challenge for many. This book guides the reader through the writing process for a dissertation, thesis or essay. Practical strategies and tips for each stage of the process are offered throughout, from critical reading through to preparing the final piece of work for submission. The author pays particular attention to an understanding of the English language, and how it is best used in academic work. Key features of the book are: Real examples from postgraduate work which show the strengths and weaknesses of different approaches
Glossaries of terms
Case studies of published research which demonstrate good practice in writing
Checklists of tasks to complete whilst working on a writing project
It will be essential reading for all those writing dissertations, essays and theses at post-registration and postgraduate level in health and nursing.

Doing Sociolinguistics: A practical guide to data collection and analysis provides an accessible introduction and guide to the methods of data collection and analysis in the field of sociolinguistics. It offers students the opportunity to engage directly with some of the foundational and more innovative work being done in the quantitative or variationist paradigm. Divided into sixteen short chapters, Doing Sociolinguistics: can be used as a core text in class or as an easy reference whilst undertaking research walks readers through the different phases of a sociolinguistic project, providing all the knowledge and skills students will need to conduct their own analyses of language features excerpts from key research articles; exercises with real data from the authors' own research; sample answers to the exercises; and further reading is supported by the Routledge Sociolinguistics Companion website (www.routledge.com/textbooks/meyerhoff) which features further online exercises with sound files. Designed to function as both a core text for methods classes in sociolinguistics and as a companion to the Routledge textbook Introducing Sociolinguistics, this book will be essential reading for all students studying and researching in this area.

A Course for Nonnative Speakers of English. Genre-based approach. Includes units such as graphs and commenting on other data and research papers.

Science Research Writing for Non-native Speakers of English

Moving Beyond the Five-Paragraph Essay

After Englishes

Practical Techniques in Vocabulary and Grammar

Writing Skills in Nursing and Healthcare

Introducing Genre and English for Specific Purposes

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume Words for Working ofereix una revisió actualitzada de conceptes, competències, habilitats comunicatives i recursos essencials per a l'aprenentatge i ús efectiu de l'anglès professional i acadèmic a l'entorn de l'economia i l'empresa internacional. El volum facilita als lectors el coneixement i el domini de la variació lingüística existent dins del llenguatge especialitzat (variació intercultural, geogràfica, textual, etc.), així com del seu funcionament en àrees de comunicació professional fonamentals en aquest àmbit (anglès empresarial, econòmic, financer, jurídic, etc.). El seu contingut inclou estratègies comunicatives i activitats didàctiques pràctiques tant per a la llavor professional com per a l'estudi i la investigació en anglès dins d'aquestes disciplines en el nou Espai Europeu d'Educació Superior.

This volume was written to make the case for changes in second language writing practices away from the five-paragraph essay and toward purposeful, meaningful writing instruction. As the volume editors say, "If you have already rejected the five-paragraph essay, we offer validation and classroom-tested alternatives. If you are new to teaching L2 writing, we introduce critical issues you will need to consider as you plan your lessons and as you consider/review the textbooks and handbooks that continue to promote the teaching of the five-paragraph essay. If you need ammunition to present to colleagues and administrators, we present theory, research, and pedagogy that will benefit students from elementary to graduate school. If you are skeptical about our claims, we invite you to review the research presented here and consider what your students could do beyond writing a five-paragraph essay if you enacted these changes in practice." Part 1 discusses what the five-paragraph essay is not: it is not a very old, established form of writing; it is not a genre; and it is not universal. Part 2 looks at writing practices to show the essay's ineffectiveness in elementary schools, secondary schools, first-

year writing classes, university writing courses, undergraduate discipline courses, and graduate school. Part 3 looks beyond the classroom at testing. At the end of each chapter, the authors--all well-known in the field of second language writing--suggest changes to teaching practices based on their theoretical approach and classroom experience. The book closes by reviewing some of the major questions raised in the book, by exploring which questions have been left unanswered, and by offering suggestions for teachers who want to move away from the five-paragraph essay. An assignment sequence for genre-aware writing instruction is included.

It is now held that writing influences and is influenced by the discipline where it occurs. The representations that writers employ to produce and comprehend texts are said to be sensitive to the specificities of their disciplinary discourse communities. This exposes writers to divergent disciplinary demands and expectations on what counts as good and appropriate writing in terms of generic structure, discourse features, and stylistic preferences, reflecting dissimilar practices. Because of such exigencies, academic writing seems at times to be very challenging, especially for novice scholars. Thus, any attempt to perceive the function of academic writing in higher education or to evaluate its quality should not discard the shaping force of the disciplines. *Teaching Academic Writing as a Discipline-Specific Skill in Higher Education* is a critical scholarly resource that examines the role of writing within academic circles and the disciplinary practices of writing in scholastic environments. The book will also explore the particular difficulties that confront writers in the disciplines as well as the endeavors of educational institutions to develop discipline-specific writing traditions among practicing and novice scholars. Featuring a range of topics such as blended learning, data interpretation, and knowledge construction, this book is essential for instructors, academicians, administrators, professors, researchers, and students.

International Journal of Language Studies (IJLS) □ volume 5(3)

Academic Success

Specialised Languages in the Global Village

Professional and Academic English for International Business and Economics

A Multi-Perspective Approach

This volume contributes to the latest studies in legal discourse studies by presenting a descriptive and interpretive analysis of English legal genres used in academic and professional writing contexts. The results of corpora-driven data are discussed through (meta)discourse, genre and other theoretical perspectives, and offer insights into the ways the writers' discursive practices and meanings shape their membership of the legal community and discipline. The volume attempts to show these id...

The goal of this volume is to examine academic discourse (AD) from cross-linguistic and cross-cultural perspectives. The adjective "Cross-cultural" in the volume title is not just limited to national contexts but also includes a cross-disciplinary perspective. Twelve scientific fields are under scrutiny in the articles. One of the unique aspects of the volume is the inclusion of a variety of foreign languages (English (as a lingua franca), Spanish, French, Swedish, Russian, German, Italian, and Norwegian). Besides, in several articles dealing with oral AD, comparisons and parallels are also established with written AD. The research methodologies used in the studies are varied and they offer an overview of the diversity and richness of approaches to AD. All in all, it is hoped that the volume appeals not only to young researchers but also to confirmed scholars interested in cross-linguistic and cross-cultural aspects of AD. It will also be of interest to language teachers or teachers who are involved with e.g. international students and academic mobility.

Twenty-five essays on teaching English as a second language by renowned ELT materials writer and teacher trainer Dorothy Zemach. The wide variety of topics include classroom management, testing and assessment, teaching reading strategies, coping with cheating and plagiarism, teaching visual learners, culture shock, the value of a non-native teacher, and recognizing and overcoming teacher burnout. This volume contains the complete collection of her "From A to Z" columns originally published in TESOL's Essential Teacher magazine (2003 - 2009).

Telling a Research Story: Writing a Literature Review is concerned with the writing of a literature review and is not designed to address any of the preliminary processes leading up to the actual writing of the literature review. This volume represents a revision and expansion of the material on writing literature reviews that appeared in English in Today's Research World. This volume progresses from general to specific issues in the writing of literature reviews. It opens with some orientations that raise awareness of the issues that surround the telling of a research story. Issues of structure and matters of language, style, and rhetoric are then discussed. Sections on metadiscourse, citation, and paraphrasing and summarizing are included.

Investigating English Legal Genres in Academic and Professional Contexts

Doctoral Writing

A Guide to Completing Successful Dissertations and Theses

Teaching Academic ESL Writing

Telling a Research Story

Integrating language and content

"Volume 3 of the revised and expanded edition of English in today's research world"--T.p.

The new edition of this comprehensive text fills an important role in teacher professional preparation by focusing on how to teach the grammar and vocabulary that are essential for all L2 writing teachers and student-writers. Before L2 writers can begin to successfully produce academic prose, they need to understand the foundations of the language and develop the language tools that will help them build reasonable quality text. Targeting specific problem areas of students' writing, this text offers a wealth of techniques for teaching writing, grammar, and vocabulary to second-language learners. Updated with current research and recent corpus analysis findings, the second edition features a wealth of new materials, including new teaching activities; student exercises and assignments; and substantially revised appendices with supplementary word and phrase lists and sentence components. Designed for preservice ESL/ELT/TESOL courses as well as Academic Writing and Applied Linguistics courses, this book includes new, contextualized examples in a more accessible and easy-to-digest format.

This book on doctoral writing offers a refreshingly new approach to help Ph.D. students and their supervisors overcome the host of writing challenges that can make—or break—the dissertation process. The book's unique contribution to the field of doctoral writing is its style of reflection on ongoing, lived practice; this is more readable than a simple how-to book, making it a welcome resource to support doctoral writing. The experiences and practices of research writing are explored through bite-sized vignettes, stories, and actionable 'teachable' accounts. Doctoral Writing: Practices, Processes and Pleasures has its origins in a highly successful academic blog with an international following. Inspired by the popularity of the blog (which had more than 14,800 followers as of October 2019) and a desire to make our six years' worth of posts more accessible, this book has been authored, reworked, and curated by the three editors of the blog and reconceived as a conveniently structured book.

The Bologna Reform has been implemented in a large part of the European Union and it is time to take a short pause to reflect over some of the lessons learned up to now. The aim of this book is to share experiences and reflections on English for Specific Purposes pedagogy in Western European higher education. Taking as a starting point the development of the EU policies during the past couple of decades and their national implementations, the chapters in this book provide various perspectives, both theoretical and practical, on the ways in which the reform has been implemented and its effects on the teaching of ESP. Experiences of developing programmes and courses incorporating Content and Language Integrated Learning and Autonomous and Lifelong Learning are described, as well as Problem-Based Learning and Process-Genre Pedagogies. The book also includes chapters on the crucial, but often neglected issue of teacher support in meeting the challenges of teaching content through the medium of English.

Commentary for Academic Writing for Graduate Students

A Practical Guide to Evaluating and Reporting on Writing Instruction Programs

Genre and Second Language Writing

Academic Writing for Graduate Students

The Teacher's Grammar of English with Answers

Assessing Writing, Assessing Learning

English in academic and professional settings has received great attention over the last 50 years, as its use has become a key asset for anyone interested in improving his/her chances of communicating internationally. However, it still offers rich opportunities for teachers and researchers working on English in specific settings. The aim of English for Professional and Academic Purposes is to offer an overview of several topics within the field of discourse analysis applied to English in academic and professional domains. The book compiles contributions from different origins, ranging from Japan to the USA and several European countries, and covers English as a native, second, foreign and international language. It also deals with various specialities, including academic writing, business discourse or English for medicine, nursing, maritime industry and science and engineering. This volume is divided into three sections: Discourse Analysis of English for Academic Purposes, Professional English and EPAP Pedagogy, since it was conceived as a contribution to the research on how English is analysed as both the discourse of and for effective communication in academic and professional settings, and how it can be applied to teaching. This manuscript offers some fresh insights for those involved or interested in this field of expertise, in an attempt to shed some light on its latest innovations.

Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills. It looks at the cognitive, affective, and motivational factors underlying adult literacy; adult literacy in different countries; and the educational approaches being taken to help improve adults' literacy skills. It includes not only adults enrolled in adult literacy programs, but postsecondary students with low literacy skills, some of whom have reading disabilities. The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read; gender differences in the reading motivation of adults with low literacy skills; literacy skills, academic self-efficacy, and participation in prison education; and more. Chapters on adult literacy, social change and sociocultural factors in South Asia and in Ghana; literacy, numeracy, and self-rated health among U.S. adults; adult literacy programs in Southeastern Europe and Turkey, and a review of family and workplace literacy programs are among the topics featured in the second section. The last part examines how to teach reading and writing to adults with low skills; adults' transition from secondary to postsecondary education; implications for policy, research, and practice in the adult education field; educational technologies that support reading comprehension; and more. Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low-skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers, teacher educators, professional developers, program designers, and graduate students. It's also beneficial to curriculum developers, adult basic education and developmental education instructors, and program administrators, as well as clinicians and counselors who provide services to adults with reading disabilities.

A Linguistic Analysis

Essential Tasks and Skills : a Course for Nonnative Speakers of English

The Politics of Translingualism

The Navy Chaplain

Writing Introductions Across Genres

Doing Sociolinguistics