

## **English for Academic Purposes (EAP) and English for Specific Purposes (ESP) Resources**

The following English Language Teaching (ELT) resources are a collection of the materials and resources that I've used so far in my career. Although the list is very much going to be useful for teachers, the resources also have a clear loop back to the research being carried out in the wider domain of TESOL – across general and academic English teaching.

### **Books**

- Alexander, O., Argent, S., & Spencer, J. (2008). *EAP Essentials*. Reading: Garnet.
- Anthony, L. (2018). *Introducing English for Specific Purposes*. London: Routledge.
- Bailey, S. (2015). *Academic writing: A handbook for international students*. London & New York: Routledge.
- Biber, D., Conrad, S., & Leech, G. (2010). *Longman student grammar of spoken and written English*. Pearson.
- Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English*. Cambridge: Cambridge University Press.
- Cox, K., & Hill, D. (2004). *English for Academic Purposes*. London: Pearson.
- de Chazal, E., et al (2013). *Oxford EAP*. Oxford: Oxford University Press.
- de Chazal, E. (2014). *English for Academic Purposes*. Oxford: Oxford University Press.
- Ellis, M., & Johnson, C. (1994). *Teaching business English*. Oxford: Oxford University Press.
- Freeman, Y., & Freeman, D.E., Soto, M., & Ebe, A. (2016). *ESL Teaching: Principles for Success*. (revised edition). Heinemann.
- Guise, J. (2011). *Communicative activities for EAP*. Cambridge: Cambridge University Press.
- Harrison, J., & Barker, F. (2015). (Eds.,). *English Profile Studies: English Profile in Practice*. Cambridge: Cambridge University Press.
- Hawkins, J.A., & Filipovic, L. (2012). *English Profile Studies: Criterial features in L2 English*. Cambridge: Cambridge University Press.
- Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. London: Routledge.
- McCarten, S., & Jakes, P. (2009). *Uncovering EAP: How to teach academic writing and reading*. Macmillan books for teachers. London: Macmillan.
- McCarthy, M., & O'Dell, F. (2016). *Academic vocabulary in use: Vocabulary reference and practice*. Cambridge: Cambridge University Press.
- Murphy, R. (2004). *English grammar in use* (3<sup>rd</sup> edition). Cambridge: Cambridge University Press.
- North, B. (2014). *English Profile Studies: The CEFR in Practice*. Cambridge: Cambridge University Press.
- Parrott, M. (2010). *Grammar for English language teachers*. Cambridge: Cambridge University Press.
- Paterson, K., & Wedge, R. (2013). *Oxford Grammar for EAP*. Oxford: Oxford University Press.
- Swan, M., & Smith, B. (2001). *Learner English*. Cambridge: Cambridge University Press.
- Zemach, D.E., Broudy, D., & Valvona, C. (2011). *Writing research papers: From essay to research paper: Student book*. Macmillan.

**Journals and Resources:**

British Council Teaching Resources: <https://www.teachingenglish.org.uk/resources>

British Council Assessment Resources: <https://www.teachingenglish.org.uk/article/language-assessment-teachers>

Cambridge University Press: <https://www.cambridge.org/gb/cambridgeenglish>

ELT Journal: <https://academic.oup.com/eltj>

International House Journal: <https://ihworld.com/ih-journal/>

TESOL Journal: <https://onlinelibrary.wiley.com/journal/19493533>

TESOL Quarterly: <https://onlinelibrary.wiley.com/journal/15457249>

The readings below relate to sources I have read as part of completing the Higher Education Academy's Associate Fellowship as part of my professional development at the University of Stirling.

- Andrade, M.S. (2006). International learners in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5(2), 131-154.
- Angelo, T. (2013). Designing subjects for learning: Practical research-based principles and guidelines. In L. Hunt., & D. Chalmers, (Eds.). *University teaching in focus: A learning-centred approach* (pp. 93-111). London: Routledge.
- Bergmark, U., & Westman, S. (2015). Co-creating curriculum in higher education: Promoting democratic values and a multidimensional view on learning. *International Journal for Academic Development*, 21(1), 28-40.
- Bovill, C. (2019). A co-creation of learning and teaching typology: What kind of co-creation are you planning or doing?. *International Journal for Learners As Partners*, 3(2), 91-98. <https://doi.org/10.15173/ijsap.v3i2.3953>
- Brookfield, S.D. (2017). *Becoming a critically reflective teacher* (2<sup>nd</sup> edition). California: Jossey-Bass.
- Brown, S., & Race, P. (2013). Using effective assessment to promote learning. In L. Hunt., & D. Chalmers, (Eds.). *University teaching in focus: A learning-centred approach* (pp. 74-91). London: Routledge.
- Dolan, M., & Macias, I. (2009). Motivating international learners: A practical guide to aspects of learning and teaching. Retrieved 31.05.2020, from: [https://www.economicsnetwork.ac.uk/handbook/printable/motivating\\_international.pdf](https://www.economicsnetwork.ac.uk/handbook/printable/motivating_international.pdf)
- Erichsen, E.A., & Bollinger, D.U. (2011). Towards understanding international graduate student isolation in traditional and online environments. *Education Technology Research and Development*, 59, 309-326.
- Khawaja, N.G., & Stallman, H.M. (2016). Understanding the coping strategies of international learners: A qualitative approach. *Journal of Psychologists and Counsellors in Schools*, 21(2), 203-224.

- Lombardi, P. (2019). Instructional Methods, Strategies, and Technologies to Meet The Needs of All Learners. Retrieved 31.05.2020, from <https://granite.pressbooks.pub/teachingdiverselearners/>
- Ramsden, P. (2003). *Learning to teach in Higher Education* (2<sup>nd</sup> edition). London: Routledge.
- Stewart, M. (2013). Understanding learning theories and critique. In L. Hunt., & D. Chalmers, (Eds.). *University teaching in focus: A learning-centred approach* (pp. 3-21). London: Routledge.
- Tompson, H.B., & Thompson, G.H. (1996). International perspective: Confronting diversity issues in the classroom with strategies to improve satisfaction and retention of international learners. *Journal of Education for Business*, 72(1), 53-57.