

ET972: Term 2 Professional Practice: English Language Teaching

[View Online](#)

-
1.
Akbari R. Transforming lives: introducing critical pedagogy into ELT classrooms. *ELT Journal* . 2007;62(3):276-283. doi:10.1093/elt/ccn025
 2.
Bax S. The end of CLT: a context approach to language teaching. *ELT Journal*. 2003;57(3):278-287. doi:10.1093/elt/57.3.278
 3.
Bax S. The end of CLT: a context approach to language teaching. *ELT journal*. 2003;57(3):278-287.
 4.
Bax S. Bringing context and methodology together. *ELT Journal*. 2003;57(3):295-296. doi:10.1093/elt/57.3.295
 5.
Bax S. Bringing context and methodology together. *ELT journal*. 2003;57(3):295-296.
 6.
Bell DM. Another breakthrough, another baby thrown out with the bathwater. *ELT Journal*. 2009;63(3):255-262. doi:10.1093/elt/ccp027

7.

Bialostok S. Metaphors for Literacy: A Cultural Model of White, Middle-Class Parents. *Linguistics and Education*. 2002;13(3):347-371. doi:10.1016/S0898-5898(02)00088-8

8.

Brown, Tony, Jones, Liz. *Action Research and Postmodernism: Congruence and Critique. Vol Conducting educational research*. Open University Press; 2001.

9.

Hall, David R., Hewings, Ann. *Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide*. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

10.

Hazen B, Wu, Y, S Sankar, C, L. Jones-Farmer A. A Proposed Framework for Educational Innovation Dissemination. *Journal of educational technology systems*. 2011;Vol. 40(Issue 3):301-321.
<http://0-web.b.ebscohost.com/pugwash.lib.warwick.ac.uk/ehost/pdfviewer/pdfviewer?sid=b819c108-eafb-42cd-811e-76adf2324ee3%40sessionmgr115&vid=1&hid=121>

11.

Hall, David, Hewings, Ann. *Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide*. Routledge; 2001.

12.

Chouliaraki, Lilie, Fairclough, Norman. *Discourse in Late Modernity: Rethinking Critical Discourse Analysis. Vol Critical discourse analysis series*. Edinburgh University Press; 2002.

13.

Cots JM. Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching. *ELT Journal* . 2006;60(4):336-345. doi:10.1093/elt/ccl024

14.

Cots JM. Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching. *ELT journal* . 2006;60(4):336-345.

15.

Crookes G. The practicality and relevance of second language critical pedagogy. *Language Teaching*. 2010;43(03):333-348. doi:10.1017/S0261444809990292

16.

Dasli M. Reviving the 'moments': from cultural awareness and cross-cultural mediation to critical intercultural language pedagogy. *Pedagogy, Culture & Society*. 2011;19(1):21-39. doi:10.1080/14681366.2011.527118

17.

Derince ZM. Language learning through critical pedagogy in a "Brave New World". *International Review of Education*. 2011;57(3-4):377-395. doi:10.1007/s11159-011-9218-8

18.

Tomlinson, Brian. *Materials Development in Language Teaching*. Vol Cambridge language teaching library. 2nd ed. Cambridge University Press; 2011.
<http://lib.myilibrary.com/browse/open.asp?id=305509&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

19.

Tomlinson, Brian. *Materials Development in Language Teaching*. Vol Cambridge language teaching library. Cambridge University Press; 1998.

20.

Ellis G. How culturally appropriate is the communicative approach? *ELT Journal*. 1996;50(3):213-218. doi:10.1093/elt/50.3.213

21.

Ellis G. How culturally appropriate is the communicative approach? *ELT journal*. 1996;50(3):213-218.

22.

Gupta D. CLT in India: context and methodology come together. *ELT Journal*. 2004;58(3):266-269. doi:10.1093/elt/58.3.266

23.

Gupta D. CLT in India: context and methodology come together. *ELT journal*. 2004;58(3):266-269.

24.

Harmer J. Popular culture, methods, and context. *ELT Journal*. 2003;57(3):288-294. doi:10.1093/elt/57.3.288

25.

Harmer J. Popular culture, methods, and context. *ELT journal*. 2003;57(3):288-294.

26.

Hall, David R., Hewings, Ann. *Innovation in English Language Teaching: A Reader*. Vol Teaching English language worldwide. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

27.

Hall, David, Hewings, Ann. *Innovation in English Language Teaching: A Reader*. Vol Teaching English language worldwide. Routledge; 2001.

28.

Harwood, Nigel. *English Language Teaching Materials: Theory and Practice*. Vol Cambridge language education. Cambridge University Press; 2010.

29.

Hu G. 'CLT is best for China'-- an untenable absolutist claim. *ELT Journal*. 2005;59(1):65-68. doi:10.1093/elt/cci009

30.

Hu G. 'CLT is best for China'— an untenable absolutist claim. *ELT journal*. 2005;59(1):65-68.

31.

Jones JF. Self-access and culture: retreating from autonomy. *ELT Journal*. 1995;49(3):228-234. doi:10.1093/elt/49.3.228

32.

Jones JF. Self-access and culture: retreating from autonomy. *ELT journal*. 1995;49(3):228-234.

33.

Lee I. Supporting greater autonomy in language learning. *ELT Journal*. 1998;52(4):282-290. doi:10.1093/elt/52.4.282

34.

Lee I. Supporting greater autonomy in language learning. *ELT journal*. 1998;52(4):282-290.

35.

Liao X. The need for Communicative Language Teaching in China. *ELT Journal*. 2004;58(3):270-273. doi:10.1093/elt/58.3.270

36.

Liao X. The need for Communicative Language Teaching in China. *ELT journal*. 2004;58(3):270-273.

37.

Johnson, Robert Keith. *The Second Language Curriculum*. Vol The Cambridge applied linguistics series. Cambridge University Press; 1989.

38.

Littlewood W. The task-based approach: some questions and suggestions. *ELT Journal*. 2004;58(4):319-326. doi:10.1093/elt/58.4.319

39.

Littlewood W. The task-based approach: some questions and suggestions. *ELT journal*. 2004;58(4):319-326.

40.

Littlewood W. Process-oriented pedagogy: facilitation, empowerment, or control? *ELT Journal*. 2009;63(3):246-254. doi:10.1093/elt/ccn054

41.

Mallinson C, Hudley AC, Strickling LR, Figa M. A Conceptual Framework for Promoting Linguistic and Educational Change. *Language and Linguistics Compass*. 2011;5(7):441-453.

42.

McDevitt B. Negotiating the syllabus: a win-win situation? *ELT Journal*. 2004;58(1):3-9. doi:10.1093/elt/58.1.3

43.

McDevitt B. Negotiating the syllabus: a win-win situation? *ELT journal*. 2004;58(1):3-9.

44.

McClure J. Developing language skills and learner autonomy in international postgraduates. *ELT Journal*. 2001;55(2):142-148. doi:10.1093/elt/55.2.142

45.

McClure J. Developing language skills and learner autonomy in international postgraduates. *ELT journal*. 2001;55(2):142-148.

46.

Norton, Bonny, Toohey, Kelleen. *Critical Pedagogies and Language Learning*. Vol
Cambridge applied linguistics. Cambridge University Press; 2004.

47.

Palfreyman, David, Smith, Richard C., Palgrave Connect (Online service). *Learner Autonomy across Cultures: Language Education Perspectives*. Palgrave Macmillan; 2003.
<http://lib.myilibrary.com/browse/open.asp?id=42628&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

48.

Palfreyman, David, Smith, Richard C. *Learner Autonomy across Cultures: Language Education Perspectives*. Palgrave Macmillan; 2003.

49.

Porto M. Culturally responsive L2 education: an awareness-raising proposal. *ELT Journal*. 2010;64(1):45-53. doi:10.1093/elt/ccp021

50.

Rao Z. Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*. 2002;30(1):85-105. doi:10.1016/S0346-251X(01)00050-1

51.

Rao Z. Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System: an international journal of educational technology and applied linguistics*. 2002;30(1):85-105.

52.

Rocha-Schmid E. Participatory pedagogy for empowerment: a critical discourse analysis of teacher-parents' interactions in a family literacy course in London. *International Journal of Lifelong Education*. 2010;29(3):343-358. doi:10.1080/02601371003700659

53.

Taki S. International and local curricula: The question of ideology. *Language Teaching Research*. 2008;12(1):127-142. doi:10.1177/1362168807084503

54.

Tomlinson, Brian. *English Language Learning Materials: A Critical Review*. Continuum; 2008.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781441178565>

55.

Tomlinson, Brian. English Language Learning Materials: A Critical Review. Continuum; 2010.

56.

Tomlinson B, Dat B. The contributions of Vietnamese learners of English to ELT methodology. Language Teaching Research. 2004;8(2):199-222.
doi:10.1191/1362168804lr140oa

57.

Tomlinson B, Dat B. The contributions of Vietnamese learners of English to ELT methodology. Language teaching research. 2004;8(2):199-222.

58.

Wallace, Catherine. Critical Reading in Language Education. Palgrave Macmillan; 2003.

59.

Wette R. Product-process distinctions in ELT curriculum theory and practice. ELT Journal. 2011;65(2):136-144. doi:10.1093/elt/ccq022

60.

Wharton S. Critical text analysis: linking language and cultural studies. ELT Journal. 2011;65(3):221-229. doi:10.1093/elt/ccq068

61.

Xuesong G. Strategies Used by Chinese Parents to Support English Language Learning: Voices of 'Elite' University Students. RELC Journal. 2006;37(3):285-298.
doi:10.1177/0033688206071302

62.

Xuesong G. Strategies Used by Chinese Parents to Support English Language Learning Voices of 'Elite' University Students. *RELC journal*. 2006;37(3):285-298.

63.

Anderson, Wendy, Corbett, John. *Exploring English with Online Corpora: An Introduction*. Palgrave Macmillan; 2009.

64.

Anderson W, Corbett J. Teaching English as a friendly language: lessons from the SCOTS corpus. *ELT Journal*. 2010;64(4):414-423. doi:10.1093/elt/ccp085

65.

Boxer D. Problems in the presentation of speech acts in ELT materials: the case of complaints. *ELT Journal*. 1995;49(1):44-58. doi:10.1093/elt/49.1.44

66.

Boxer D, Pickering L. Problems in the presentation of speech acts in ELT materials: the case of complaints. *ELT journal*. 1995;49(1):44-58.

67.

Bygate M. Applied Linguistics: A Pragmatic Discipline, a Generic Discipline? *Applied Linguistics*. 2005;26(4):568-581. doi:10.1093/applin/ami032

68.

Bygate M. Applied Linguistics: A Pragmatic Discipline, a Generic Discipline? *Applied linguistics*. 2005;26(4):568-581.

69.

Carter R. Orders of reality: CANCODE, communication, and culture. *ELT Journal*. 1998;52(1):43-56. doi:10.1093/elt/52.1.43

70.

Orders of reality: CANCODE, communication, and culture. *ELT journal*. 1998;52(1):43-56.

71.

Nunan, David, Carter, Ronald. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press; 2001.

72.

Chen YS, Su SW. A genre-based approach to teaching EFL summary writing. *ELT Journal*. 2012;66(2):184-192. doi:10.1093/elt/ccr061

73.

Mark A. Clarke. The Dysfunctions of the Theory/Practice Discourse. *TESOL Quarterly*. 1994;28(1):9-26. <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/3587196>

74.

Clarke MA. The Dysfunctions of the Theory/Practice Discourse. *TESOL quarterly*. 1994;28(1):9-26.

75.

Cook G. The uses of reality: a reply to Ronald Carter. *ELT Journal*. 1998;52(1):57-63. doi:10.1093/elt/52.1.57

76.

Cook G. The uses of reality: a reply to Ronald Carter. *ELT journal*. 1998;52(1):57-63.

77.

Cots JM. Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching. *ELT Journal*. 2006;60(4):336-345. doi:10.1093/elt/ccl024

78.

Cots JM. Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching. *ELT journal*. 2006;60(4):336-345.

79.

Scott A. Crossley, Max M. Louwerse, Philip M. McCarthy and Danielle S. McNamara. A Linguistic Analysis of Simplified and Authentic Texts. *The Modern Language Journal*. 2007;91(1):15-30. <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/4127085>

80.

Ellis R. Second language acquisition, teacher education and language pedagogy. *Language Teaching*. 2010;43(02). doi:10.1017/S0261444809990139

81.

Gavioli L. Enriching reality: language corpora in language pedagogy. *ELT Journal*. 2001;55(3):238-246. doi:10.1093/elt/55.3.238

82.

Gavioli L, Aston G. Enriching reality: language corpora in language pedagogy. *ELT journal*. 2001;55(3):238-246.

83.

Gilmore A. A comparison of textbook and authentic interactions. *ELT Journal*. 2004;58(4):363-374. doi:10.1093/elt/58.4.363

84.

Gilmore A. A comparison of textbook and authentic interactions. *ELT journal*.

2004;58(4):363-374.

85.

Gilmore A. Authentic materials and authenticity in foreign language learning. *Language Teaching*. 2007;40(02). doi:10.1017/S0261444807004144

86.

Guariento W. Text and task authenticity in the EFL classroom. *ELT Journal*. 2001;55(4):347-353. doi:10.1093/elt/55.4.347

87.

Guariento W, Morley J. Text and task authenticity in the EFL classroom. *ELT journal*. 2001;55(4):347-353.

88.

Eli Hinkel. Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*. 2006;40(1):109-131. <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/40264513>

89.

Hinkel E. Current Perspectives on Teaching the Four Skills. *TESOL quarterly*. 2006;40(1):109-131.

90.

Hoey, Michael. *Lexical Priming: A New Theory of Words and Language*. Routledge/AHRB; 2005.
<http://lib.myilibrary.com/browse/open.asp?id=15624&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

91.

Hoey, Michael. *Lexical Priming: A New Theory of Words and Language*. Routledge; 2005.

92.

HOLMES, JANET. Doubt and Certainty in ESL Textbooks. *Applied Linguistics*. 9(1):21-44-21-44.

http://0-www.jiscjournalarchives.ac.uk.pugwash.lib.warwick.ac.uk/openurl.html?ref=oup/applij/applij_9_1.pdf/21.pdf

93.

HOLMES J. Doubt and Certainty in ESL Textbooks. *Applied linguistics*. 1988;9(1):51-44.

94.

Huang LS. Corpus-aided language learning. *ELT Journal*. 2011;65(4):481-484.
doi:10.1093/elt/ccr031

95.

Pride, J. B., Holmes, Janet. *Sociolinguistics: Selected Readings*. Vol Penguin Education. Penguin; 1972.

96.

Koprowski M. Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT Journal*. 2005;59(4):322-332. doi:10.1093/elt/cci061

97.

Koprowski M. Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT journal*. 2005;59(4):322-332.

98.

Lee WY c. Authenticity revisited: text authenticity and learner authenticity. *ELT Journal*.

1995;49(4):323-328. doi:10.1093/elt/49.4.323

99.

Yuk-chun Lee W. Authenticity revisited: text authenticity and learner authenticity. *ELT journal*. 1995;49(4):323-328.

100.

Myskow G, Gordon K. A focus on purpose: using a genre approach in an EFL writing class. *ELT Journal*. 2010;64(3):283-292. doi:10.1093/elt/ccp057

101.

Nunan, David. *The Learner-Centred Curriculum: A Study in Second Language Teaching*. Vol Cambridge applied linguistics series. Cambridge University Press; 1988.

102.

Paltridge, Brian. *Discourse Analysis: An Introduction*. Vol Bloomsbury discourse series. 2nd ed. Bloomsbury Academic; 2012.

103.

Peacock M. The effect of authentic materials on the motivation of EFL learners. *ELT Journal* . 1997;51(2):144-156. doi:10.1093/elt/51.2.144

104.

Peacock M. The effect of authentic materials on the motivation of EFL learners. *ELT journal* . 1997;51(2):144-156.

105.

SCOTTON, CAROL MYERS; BERNSTEN, JANICE. Natural Conversations as a Model for Textbook Dialogue. *Applied Linguistics*. 9(4):372-384-372-384.
<http://0-www.jiscjournalarchives.ac.uk.pugwash.lib.warwick.ac.uk/openurl.html?ref=oup/ap>

plij/aplij_9_4.pdf/372.pdf

106.

SCOTTON, CAROL MYERS; BERNSTEN, JANICE. Natural Conversations as a Model for Textbook Dialogue. *Applied linguistics*. 1988;9(4):372-384.

107.

Seidlhofer, Barbara. *Controversies in Applied Linguistics*. Vol Oxford applied linguistics. Oxford University Press; 2003.

108.

Hoey, Michael. *Text, Discourse and Corpora: Theory and Analysis*. Vol Corpus and discourse. Continuum; 2007.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781441194855>

109.

Hoey, Michael. *Text, Discourse and Corpora: Theory and Analysis*. Continuum; 2007.

110.

Tomlinson, Brian. *English Language Learning Materials: A Critical Review*. Continuum; 2008.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781441178565>

111.

Tomlinson, Brian. *English Language Learning Materials: A Critical Review*. Continuum; 2010.

112.

Wharton S. Epistemological and interpersonal stance in a data description task: Findings from a discipline-specific learner corpus. *English for Specific Purposes*. 2012;31(4):261-270. doi:10.1016/j.esp.2012.05.005

113.

WILLIAMS, MARION. Language Taught for Meetings and Language Used in Meetings: Is there Anything in Common? *Applied Linguistics*. 9(1):45-58-45-58.
http://0-www.jiscjournalarchives.ac.uk.pugwash.lib.warwick.ac.uk/openurl.html?ref=oup/applij/applij_9_1.pdf/45.pdf

114.

WILLIAMS M. Language Taught for Meetings and Language Used in Meetings: Is there Anything in Common? *Applied linguistics*. 1988;9(1):45-58.

115.

Widdowson, H. G. *Defining Issues in English Language Teaching*. Vol Oxford applied linguistics. Oxford University Press; 2003.

116.

Jane Willis and Dave Willis – Willis-ELT. <http://www.willis-elt.co.uk/conferences.html>

117.

Wong, Jean. 'Applying' conversation analysis in applied linguistics: Evaluating dialogue in English as a second language textbooks. *IRAL: International Review of Applied Linguistics in Language Teaching*. 2002;40(1):37-60.
<http://0-search.ebscohost.com.pugwash.lib.warwick.ac.uk/login.aspx?direct=true&db=ehh&AN=7047226&site=ehost-live>

118.

Wong J. 'Applying' conversation analysis in applied linguistics: Evaluating dialogue in English as a second language textbooks. *IRAL*. 2002;40(1):37-60.

119.

Wong, Viola; Kwok, Peony; Choi, Nancy. The use of authentic materials at tertiary level. ELT Journal. 49(4):318-322-318-322.
http://0-www.jiscjournalarchives.ac.uk.pugwash.lib.warwick.ac.uk/openurl.html?ref=oup/eltj/eltj_49_4.pdf/318.pdf

120.

Wong V, Kwok P, Choi N. The use of authentic materials at tertiary level. ELT journal. 1995;49(4):318-322.

121.

Graves, Kathleen. Teachers as Course Developers. Vol Cambridge language education. Cambridge University Press; 1996.

122.

McGroarty M. EDITOR'S INTRODUCTION. Annual Review of Applied Linguistics. 2004;24. doi:10.1017/S0267190504000182

123.

Bourke JM. Designing a topic-based syllabus for young learners. ELT Journal. 2006;60(3):279-286. doi:10.1093/elt/ccl008

124.

Bourke JM. Designing a topic-based syllabus for young learners. ELT journal. 2006;60(3):279-286.

125.

Ellis R. Designing a Task-Based Syllabus. RELC Journal. 2003;34(1):64-81. doi:10.1177/003368820303400105

126.

Ellis R. Designing a task based syllabus. *RELC journal*. 2003;34(1):64-81.

127.

Gavioli L. Enriching reality: language corpora in language pedagogy. *ELT Journal*. 2001;55(3):238-246. doi:10.1093/elt/55.3.238

128.

Gavioli L, Aston G. Enriching reality: language corpora in language pedagogy. *ELT journal*. 2001;55(3):238-246.

129.

Johnston B, Peterson S. The program matrix: A conceptual framework for language programs. *System*. 1994;22(1):63-80.
<http://0-www.sciencedirect.com.pugwash.lib.warwick.ac.uk/science/article/pii/0346251X94900418>

130.

Johnston B, Peterson S. The program matrix: A conceptual framework for language programs. *System: an international journal of educational technology and applied linguistics*. 1994;22(1):63-80.

131.

Macaro, Ernesto. *Teaching and Learning a Second Language: A Review of Recent Research*. Continuum; 2003.

132.

Kim McDonough and Wanpen Chaikitmongkol. Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand. *TESOL Quarterly*. 2007;41(1):107-132.
<http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/40264333>

133.

McDonough K, Chaikitmongkol W. Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand. TESOL quarterly. 2007;41(1):107-132.

134.

McDevitt B. Negotiating the syllabus: a win-win situation? ELT Journal. 2004;58(1):3-9. doi:10.1093/elt/58.1.3

135.

McDevitt B. Negotiating the syllabus: a win-win situation? ELT journal. 2004;58(1):3-9.

136.

McGrath, Ian. Materials Evaluation and Design for Language Teaching. Vol Edinburgh textbooks in applied linguistics. Edinburgh University Press; 2002.

137.

Nunan, David. Syllabus Design. Vol Language teaching, a scheme for teacher education. Oxford University Press; 1988.

138.

Hall, David R., Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

139.

Hall, David, Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge; 2001.

140.

Thomas K. Ricento and Nancy H. Hornberger. Unpeeling the Onion: Language Planning and Policy and the ELT Professional. TESOL Quarterly. 1996;30(3):401-427.
<http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/3587691>

141.

Ricento TK, Hornberger NH. Unpeeling the Onion: Language Planning and Policy and the ELT Professional. TESOL quarterly. 1996;30(3):401-427.

142.

Tomlinson, Brian. Developing Materials for Language Teaching. Second edition. Bloomsbury Academic; 2013.

143.

White, Ronald V. The ELT Curriculum: Design, Innovation and Management. Vol Applied language studies. Basil Blackwell; 1988.

144.

Widdowson, H. G. Aspects of Language Teaching. Vol Oxford English. Oxford University Press; 1990.

145.

Woodward, Tessa. Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom. Vol Cambridge handbooks for language teachers. Cambridge University Press; 2001.

146.

Ellis R. Designing a Task-Based Syllabus. RELC Journal. 2003;34(1):64-81.
doi:10.1177/003368820303400105

147.

Ellis R. Designing a Task-Based Syllabus. *RELC journal*. 2003;34(1):64-81.

148.

Forey G. Workplace texts: do they mean the same for teachers and business people? *English for Specific Purposes*. 2004;23(4):447-469. doi:10.1016/j.esp.2004.01.003

149.

Gray K. Syllabus design for the general class: what happens to theory when you apply it. *ELT journal*. 1990;44(4):261-271.

150.

Green C. Integrating extensive reading in the task-based curriculum. *ELT Journal*. 2005;59(4):306-311. doi:10.1093/elt/cci059

151.

Green C. Integrating extensive reading in the task-based curriculum. *ELT journal*. 2005;59(4):306-311.

152.

Hodge R, Pitt K, Barton D. 'This is not enough for one's life': perceptions of living and learning English in Blackburn by students seeking asylum and refugee status. Working Papers. Working paper 4.
<http://www.literacy.lancs.ac.uk/workpapers/wp04-hodge-&-pitt-this-is-not-enough.pdf>

153.

Holme R, Chalauisaeng B. The learner as needs analyst: The use of participatory appraisal in the EAP reading classroom. *English for Specific Purposes*. 2006;25(4):403-419. doi:10.1016/j.esp.2006.01.003

154.

Thorsten TH Huth , Carmen CT Taleghani-Nikazm. How can insights from conversation analysis be directly applied to teaching L2 pragmatics? Language Teaching Research. 10(1):53-79.
<http://0-ejournals.ebsco.com.pugwash.lib.warwick.ac.uk/Article.asp?ContributionID=10408191>

155.

Huth TT, Taleghani-Nikazm CC. How can insights from conversation analysis be directly applied to teaching L2 pragmatics? Language teaching research. 2006;10(1):53-79.

156.

Nitta R. Consciousness-raising and practice in ELT coursebooks. ELT Journal. 2005;59(1):3-13. doi:10.1093/elt/cci001

157.

Nitta R, Gardner S. Consciousness raising and practice in ELT coursebooks. ELT journal. 2005;59(1):3-13.

158.

Hall, David R., Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

159.

Hall, David, Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge; 2001.

160.

Palfreyman, David, Smith, Richard C., Palgrave Connect (Online service). Learner

Autonomy across Cultures: Language Education Perspectives. Palgrave Macmillan; 2003.
<http://lib.myilibrary.com/browse/open.asp?id=42628&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

161.

Palfreyman, David, Smith, Richard C. Learner Autonomy across Cultures: Language Education Perspectives. Palgrave Macmillan; 2003.

162.

Seedhouse P. Needs analysis and the general English classroom. ELT journal. 1995;49(1):59-65.

163.

Swan M. Legislation by Hypothesis: The Case of Task-Based Instruction. Applied Linguistics. 2005;26(3):376-401. doi:10.1093/applin/ami013

164.

Swan M. Legislation by hypothesis; the case of task based instruction. Applied linguistics. 2005;26(3):376-401.

165.

Graves, Kathleen. Teachers as Course Developers. Vol Cambridge language education. Cambridge University Press; 1996.

166.

Applied Languages. Universitat de València, Servei de Publicacions; 1997.

167.

Widdowson, H. G. Defining Issues in English Language Teaching. Vol Oxford applied linguistics. Oxford University Press; 2003.

168.

WILLIAMS M. Language Taught for Meetings and Language Used in Meetings: Is there Anything in Common? *Applied Linguistics*. 1988;9(1):45-58. doi:10.1093/applin/9.1.45

169.

WILLIAMS M. Language Taught for Meetings and Language Used in Meetings: Is there Anything in Common? *Applied linguistics*. 1988;9(1):45-58.

170.

Young J. Comment: who needs analysis? *ELT Journal*. 2000;54(1):72-74. doi:10.1093/elt/54.1.72

171.

Young J. Comment: Who needs analysis? *ELT journal*. 2000;54(1):72-74.

172.

Ahlquist S. 'Storyline': a task-based approach for the young learner classroom. *ELT Journal*. 2013;67(1):41-51. doi:10.1093/elt/ccs052

173.

Guth S, Helm F. Developing multiliteracies in ELT through telecollaboration. *ELT Journal*. 2012;66(1):42-51. doi:10.1093/elt/ccr027

174.

Ning H. Adapting cooperative learning in tertiary ELT. *ELT Journal*. 2011;65(1):60-70. doi:10.1093/elt/ccq021

175.

Cullen R. Teaching grammar as a liberating force. *ELT Journal*. 2007;62(3):221-230.
doi:10.1093/elt/ccm042

176.

Gibson S. Reading aloud: a useful learning tool? *ELT Journal*. 2008;62(1):29-36.
doi:10.1093/elt/ccm075

177.

Spelman Miller, Kristyan, Thompson, Paul, British Association for Applied Linguistics. *Unity and Diversity in Language Use: Selected Papers from the Annual Meeting of the British Association for Applied Linguistics Held at the University of Reading, September 2001*. Vol British studies in applied linguistics. Continuum; 2002.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781847141323>

178.

Spelman Miller, Kristyan, Thompson, Paul, British Association for Applied Linguistics. *Unity and Diversity in Language Use: Selected Papers from the Annual Meeting of the British Association for Applied Linguistics, Held at the University of Reading, September 2001*. Vol British studies in applied linguistics. British Association for Applied Linguistics in association with Continuum; 2002.

179.

Hoey, Michael, Scott, Mike, Thompson, Geoff. *Patterns of Text: In Honour of Michael Hoey*. John Benjamins Pub. Co; 2001.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9789027298492>

180.

Hoey, Michael, Scott, Mike, Thompson, Geoff. *Patterns of Text: In Honour of Michael Hoey*. John Benjamins Pub. Co; 2001.

181.

Wharton S. Ways of constructing knowledge in TESOL research reports: The management of community consensus and individual innovation. *IRAL – International Review of Applied Linguistics in Language Teaching*. 2006;44(1):23-48. doi:10.1515/IRAL.2006.002

182.

Wharton S. Ways of constructing knowledge in TESOL research reports: The management of community consensus and individual innovation. *IRAL*. 2006;44(1):23-48.

183.

Wharton S. Social identity and parallel text dynamics in the reporting of educational action research. *English for Specific Purposes*. 2007;26(4):485-501. doi:10.1016/j.esp.2006.09.003

184.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. 5th ed. Pearson Longman; 2007.

185.

Mark A. Clarke. The Dysfunctions of the Theory/Practice Discourse. *TESOL Quarterly*. 1994;28(1):9-26. <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/3587196>

186.

Clarke MA. The Dysfunctions of the Theory/Practice Discourse. *TESOL quarterly*. 1994;28(1):9-26.

187.

Edge J. Research and its agenda. *TESOL matters*. 2000;11(1).

188.

Ellis, Rod. *Instructed Second Language Acquisition: Learning in the Classroom*. Vol Applied

language studies. Basil Blackwell; 1990.

189.

Ellis, Rod. Talking shop: Second language acquisition research: how does it help teachers? ELT Journal. 47(1):3-11-3-11.
http://0-www.jiscjournalarchives.ac.uk.pugwash.lib.warwick.ac.uk/openurl.html?ref=oup/eltj/eltj_47_1.pdf/3.pdf

190.

Ellis R. Talking shop: second language acquisition research: How does it help teachers? ELT journal. 1993;47(1):3-11.

191.

Ellis, Rod. The Study of Second Language Acquisition. Vol Oxford applied linguistics. 2nd ed. Oxford University Press; 2008.

192.

Erlam R. What Do You Researchers Know about Language Teaching? Bridging the Gap Between SLA Research and Language Pedagogy. Innovation in Language Learning and Teaching. 2008;2(3):253-267. doi:10.1080/17501220802158958

193.

Green C. Integrating extensive reading in the task-based curriculum. ELT Journal. 2005;59(4):306-311. doi:10.1093/elt/cci059

194.

Green C. Integrating extensive reading in the task-based curriculum. ELT journal. 2005;59(4):306-311.

195.

Hopkins D, Nettle M. Second language acquisition research: a response to Rod. *ELT journal*. 1994;48(2):157-161.

196.

Johnstone R. Research on language teaching and learning: 2001. *Language Teaching*. 2002;35(03). doi:10.1017/S0261444802001799

197.

Johnstone R. Research on language teaching and learning in 2001. *Language teaching*. 2002;35(3):157-181.

198.

Lockyer Willis, Jane, Willis, Dave. *Challenge and Change in Language Teaching*. Heinemann; 1996.

199.

Lightbown P. Anniversary article. Classroom SLA research and second language teaching. *Applied Linguistics*. 2000;21(4):431-462. doi:10.1093/applin/21.4.431

200.

Lightbown P. Anniversary article. Classroom SLA research and second language teaching. *Applied linguistics*. 2000;21(4):431-462.

201.

Ortega, Lourdes. *Understanding Second Language Acquisition*. Vol Understanding language series. Hodder Education; 2009.

202.

Nitta R. Consciousness-raising and practice in ELT coursebooks. *ELT Journal*. 2005;59(1):3-13. doi:10.1093/elt/ccii001

203.

Nitta R, Gardner S. Consciousness-raising and practice in ELT coursebooks. *ELT journal*. 2005;59(1):3-13.

204.

Richards JC. Materials Development and Research--Making the Connection. *RELC Journal*. 2006;37(1):5-26. doi:10.1177/0033688206063470

205.

Richards JC. Materials Development and Research—Making the Connection. *RELC journal*. 2006;37(1):5-26.

206.

Lockyer Willis, Jane, Willis, Dave. *Challenge and Change in Language Teaching*. Heinemann; 1996.

207.

Spolsky, Bernard. *Conditions for Second Language Learning: Introduction to a General Theory*. Oxford University Press; 1989.

208.

Stevick, Earl W. *Success with Foreign Languages: Seven Who Achieved It and What Worked for Them*. Vol Language teaching methodology series. Prentice Hall International; 1989.

209.

Swan M. Legislation by Hypothesis: The Case of Task-Based Instruction. *Applied Linguistics*. 2005;26(3):376-401. doi:10.1093/applin/ami013

210.

Swan M. Legislation by hypothesis; the case of task based instruction. *Applied linguistics*. 2005;26(3):376-401.

211.

Lier LV. The Relationship Between Consciousness, Interaction and Language Learning. *Language Awareness*. 1998;7(2-3):128-145. doi:10.1080/09658419808667105

212.

Van Lier L. The Relationship Between Consciousness, Interaction and Language Learning. *Language awareness*. 1998;7(2-3):128-145.

213.

Widdowson, H. G. *Defining Issues in English Language Teaching*. Vol Oxford applied linguistics. Oxford University Press; 2003.

214.

Lockyer Willis, Jane. *A Framework for Task-Based Learning*. Vol Longman handbooks for language teachers. Longman; 1996.

215.

Lockyer Willis, Jane, Willis, Dave. *Challenge and Change in Language Teaching*. Heinemann; 1996.

216.

Atkinson D. L2 writing in the post-process era: Introduction. *Journal of Second Language Writing*. 2003;12(1):3-15. doi:10.1016/S1060-3743(02)00123-6

217.

Badger R, White G. A process genre approach to teaching writing. *ELT Journal*. 2000;54(2):153-160. doi:10.1093/elt/54.2.153

218.

Badger R, White G. A process genre approach to teaching writing. *ELT journal*. 2000;54(1):153-160.

219.

Beck SW. Subjectivity and intersubjectivity in the teaching and learning of writing. *Research in the Teaching of English*. 2006;40(4):413-460.
<http://0-www.ncte.org.pugwash.lib.warwick.ac.uk/library/NCTEFiles/Resources/Journals/RTE/0404-may06/RT0404Subjectivity.pdf>

220.

Beck SW. Subjectivity and intersubjectivity in the teaching and learning of writing. *Research in the teaching of English*. 2006;40(4):413-460.

221.

Chen YS, Su SW. A genre-based approach to teaching EFL summary writing. *ELT Journal*. 2012;66(2):184-192. doi:10.1093/elt/ccr061

222.

Cheng YS. A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*. 2004;13(4):313-335. doi:10.1016/j.jslw.2004.07.001

223.

Cheng A. Transferring generic features and recontextualizing genre awareness: Understanding writing performance in the ESP genre-based literacy framework. *English for Specific Purposes*. 2007;26(3):287-307. doi:10.1016/j.esp.2006.12.002

224.

Grabe, William, Kaplan, Robert B. Theory and Practice of Writing: An Applied Linguistic Perspective. Vol Applied linguistics and language study. Longman; 1996.

225.

Wong Mei Ha H, Storey P. Knowing and Doing in the ESL Writing Class. Language Awareness. 2006;15(4):283-300. doi:10.2167/la365/0

226.

Wong Mei Ha H, Storey P. Knowing and Doing in the ESL Writing Class. Language awareness. 2006;15(4):283-300.

227.

Eli EH Hinkel. Tense, aspect and the passive voice in L1 and L2 academic texts. Language Teaching Research. 8(1):5-29.
<http://0-ejournals.ebsco.com.pugwash.lib.warwick.ac.uk/Article.asp?ContributionID=10407889>

228.

EH Hinkel E. Tense, aspect and the passive voice in L1 and L2 academic texts. Language teaching research. 2004;8(1):5-29.

229.

Hirose K. Comparing L1 and L2 organizational patterns in the argumentative writing of Japanese EFL students. Journal of Second Language Writing. 2003;12(2):181-209. doi:10.1016/S1060-3743(03)00015-8

230.

Hirose K. Pursuing the complexity of the relationship between L1 and L2 writing. Journal of Second Language Writing. 2006;15(2):142-146. doi:10.1016/j.jslw.2006.04.002

231.

Hyland, Ken. Teaching and Researching Writing. Vol Applied linguistics in action. 2nd ed. Longman; 2009.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781408205150>

232.

Hyland, Ken. Teaching and Researching Writing. Vol Applied linguistics in action. Longman; 2002.

233.

Hyland K. Genre-based pedagogies: A social response to process. Journal of Second Language Writing. 2003;12(1):17-29. doi:10.1016/S1060-3743(02)00124-8

234.

Keck C. The use of paraphrase in summary writing: A comparison of L1 and L2 writers. Journal of Second Language Writing. 2006;15(4):261-278. doi:10.1016/j.jslw.2006.09.006

235.

Kim EY. Using translation exercises in the communicative EFL writing classroom. ELT Journal. 2011;65(2):154-160. doi:10.1093/elt/ccq039

236.

Mei-Yun Ko. A case study of an EFL teacher's critical literacy teaching in a reading class in Taiwan. Language Teaching Research. 17(1):91-108.
<http://0-ejournals.ebsco.com.pugwash.lib.warwick.ac.uk/Article.asp?ContributionID=29314440>

237.

Kroll, Barbara. Exploring the Dynamics of Second Language Writing. Vol The Cambridge applied linguistics series. Cambridge University Press; 2003.

238.

Lee HC. The reading response e-journal: An alternative way to engage low-achieving EFL students. *Language Teaching Research*. 2013;17(1):111-131. doi:10.1177/1362168812457539

239.

Lee YJ. The process-oriented ESL writing assessment: Promises and challenges. *Journal of Second Language Writing*. 2006;15(4):307-330. doi:10.1016/j.jslw.2006.09.003

240.

Macalister J. Today's teaching, tomorrow's text: exploring the teaching of reading. *ELT Journal*. 2011;65(2):161-169. doi:10.1093/elt/ccq023

241.

O'Brien T. Writing in a foreign language: teaching and learning. *Language Teaching*. 2004;37(1):1-28. doi:10.1017/S0261444804002113

242.

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

243.

Victoria Purcell-Gates, Nell K. Duke and Joseph A. Martineau. Learning to Read and Write Genre-Specific Text: Roles of Authentic Experience and Explicit Teaching. *Reading Research Quarterly*. 2007;42(1):8-45. <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/4151702>

244.

Purcell-Gates V, Duke NK, Martineau JA. Learning to Read and Write Genre-Specific Text: Roles of Authentic Experience and Explicit Teaching. *Reading research quarterly*.

2007;42(1):8-45.

245.

Rao Z. Training in brainstorming and developing writing skills. *ELT Journal*. 2007;61(2):100-106. doi:10.1093/elt/ccm002

246.

Reid J. A computer text analysis of four cohesion devices in english discourse by native and nonnative writers. *Journal of Second Language Writing*. 1992;1(2):79-107. doi:10.1016/1060-3743(92)90010-M

247.

Roca de Larios J, Manchon R, Murphy L, Marin J. The foreign language writer's strategic behaviour in the allocation of time to writing processes. *Journal of Second Language Writing*. 2008;17(1):30-47. doi:10.1016/j.jslw.2007.08.005

248.

Schleppegrell, Mary, Colombi, Cecilia. *Developing Advanced Literacy in First and Second Languages: Meaning with Power*. Lawrence Erlbaum Associates; 2002.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781410612298>

249.

Schleppegrell, Mary, Colombi, Cecilia. *Developing Advanced Literacy in First and Second Languages: Meaning with Power*. Lawrence Erlbaum Associates; 2002.

250.

Tony Silva. Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications. *TESOL Quarterly*. 1993;27(4):657-677.
<http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/3587400>

251.

Silva T. Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications. *TESOL quarterly*. 1993;27(4):657-677.

252.

Silva T, Brice C. Research in Teaching Writing. *Annual Review of Applied Linguistics*. 2004;24. doi:10.1017/S0267190504000042

253.

Silva T, Brice C. Research in Teaching Writing. *Annual review of applied linguistics*. 2004;24:70-106.

254.

P.C So B. From analysis to pedagogic applications: using newspaper genres to write school genres. *Journal of English for Academic Purposes*. 2005;4(1):67-82. doi:10.1016/j.jeap.2004.02.004

255.

Stapleton P, Radia P. Tech-era L2 writing: towards a new kind of process. *ELT Journal*. 2010;64(2):175-183. doi:10.1093/elt/ccp038

256.

Stevenson M, Schooner R, de Glopper K. Revising in two languages: A multi-dimensional comparison of online writing revisions in L1 and FL. *Journal of Second Language Writing*. 2006;15(3):201-233. doi:10.1016/j.jslw.2006.06.002

257.

Tan KE, Miller J. Writing in English in Malaysian High Schools: The Discourse of Examinations. *Language and Education*. 2007;21(2):124-140. doi:10.2167/le663.0

258.

Eng Tan K, Miller J. Writing in English in Malaysian High Schools: The Discourse of Examinations. *Language and education*. 2007;21(2):124-140.

259.

Wang W, Wen Q. L1 use in the L2 composing process: An exploratory study of 16 Chinese EFL writers. *Journal of Second Language Writing*. 2002;11(3):225-246.
doi:10.1016/S1060-3743(02)00084-X

260.

Weber JJ. A concordance- and genre-informed approach to ESP essay writing. *ELT Journal*. 2001;55(1):14-20. doi:10.1093/elt/55.1.14

261.

Wong Fillmore L, E. Snow C. What Teachers Need to Know About Language.
<http://people.ucsc.edu/~ktellez/wong-fill-snow.html>

262.

Weber JJ. A concordance- and genre-informed approach to ESP essay writing. *ELT journal*. 2001;55(1):14-20.

263.

Yi Y. Engaging literacy: A biliterate student's composing practices beyond school. *Journal of Second Language Writing*. 2007;16(1):23-39. doi:10.1016/j.jslw.2007.03.001

264.

Besio C, Pronzini A. Inside Organizations and Out. *Methodological Tenets for Empirical Research Inspired by Systems Theory*. *Urban education*. 2011;46(1):18-41.
<http://0-online.sagepub.com.pugwash.lib.warwick.ac.uk/0042-0859>

265.

Brown S. Managing change in universities: a Sisyphean task? *Quality in Higher Education*. 2012;18(1):139-146. doi:10.1080/13538322.2012.663547

266.

Burns A. ESL Curriculum Development in Australia: Recent Trends and Debates. *RELC Journal*. 2003;34(3):261-283. doi:10.1177/003368820303400302

267.

Burns A. ESL Curriculum Development in Australia: Recent Trends and Debates. *RELC journal*. 2003;34(3):261-283.

268.

Hall, David R., Hewings, Ann. *Innovation in English Language Teaching: A Reader*. Vol Teaching English language worldwide. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

269.

Hall, David, Hewings, Ann. *Innovation in English Language Teaching: A Reader*. Vol Teaching English language worldwide. Routledge; 2001.

270.

Carless D. Innovation in language teaching and learning. In: *The Encyclopedia of Applied Linguistics*. Wiley-Blackwell; 2013.
<http://0-onlinelibrary.wiley.com.pugwash.lib.warwick.ac.uk/book/10.1002/9781405198431>

271.

Clarke, Mark A. *A Place to Stand: Essays for Educators in Troubled Times*. Vol Surviving innovation. University of Michigan Press; 2003.

272.

Clarke, Mark A. *Common Ground, Contested Territory: Examining Roles of English Language Teachers in Troubled Times*. Vol Surviving innovation. University of Michigan Press; 2007.

273.

Cooksey RW. Yours, Mine or Ours: What Counts as Innovation? *The Journal of Agricultural Education and Extension*. 2011;17(3):283-295. doi:10.1080/1389224X.2011.559083

274.

Dechant K, Dechant L. Using systems theory to conceptualize the implementation of undergraduate online education in a university setting. *Organization Management Journal*. 2010;7(4):291-300. doi:10.1057/omj.2010.38

275.

Ellsworth JB, Syracuse University, Educational Research Information Center (U.S.). *Surviving Change: A Survey of Educational Change Models*. Clearinghouse on Information & Technology, Syracuse University; 2000.

276.

Xu Fang and Mark Warschauer. Technology and Curricular Reform in China: A Case Study. *TESOL Quarterly*. 2004;38(2):301-323.
<http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/3588382>

277.

Fang X, Warschauer M. Technology and Curricular Reform in China: A Case Study. *TESOL quarterly*. 2004;38(2):301-323.

278.

Fullan, Michael. *The New Meaning of Educational Change*. 4th ed. Teachers College Press;

2007.

279.

Hall, David R., Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

280.

Hall, David, Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge; 2001.

281.

Lockyer Willis, Jane, Willis, Dave. Challenge and Change in Language Teaching. Heinemann; 1996.

282.

Lin B. English in Singapore: an Insider's Perspective of Syllabus Renewal Through a Genre-Based Approach. RELC Journal. 2003;34(2):223-246.
doi:10.1177/003368820303400206

283.

Lin B. English in Singapore: an Insider's Perspective of Syllabus Renewal Through a Genre-Based Approach. RELC journal. 2003;34(2):223-246.

284.

Markee, Numa. Managing Curricular Innovation. Vol Cambridge language teaching library. Cambridge University Press; 1997.

285.

Hall, David R., Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge in association with Macquarie University and The Open University; 2001.
<http://lib.myilibrary.com/browse/open.asp?id=536280&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

286.

Hall, David, Hewings, Ann. Innovation in English Language Teaching: A Reader. Vol Teaching English language worldwide. Routledge; 2001.

287.

Murray, Denise E. Planning Change, Changing Plans: Innovations in Second Language Teaching. University of Michigan Press; 2008.

288.

Lockyer Willis, Jane, Willis, Dave. Challenge and Change in Language Teaching. Heinemann; 1996.

289.

Edge, Julian. Action Research. Vol Case studies in TESOL practice series. Teachers of English to Speakers of Other Languages; 2001.

290.

Rogers, Everett M. Diffusion of Innovations. 5th ed. Free Press; 2003.

291.

Tribble C, British Council. Managing Change in English Language Teaching: Lessons from Experience. British Council; 2012.

292.

Long, Michael H., Doughty, Catherine. The Handbook of Language Teaching. Vol Blackwell handbooks in linguistics. Wiley-Blackwell; 2009.

293.

Waters A, Vilches MaLC. Factors Affecting ELT Reforms: The Case of the Philippines Basic Education Curriculum. RELC Journal. 2008;39(1):5-24. doi:10.1177/0033688208091138

294.

Waters A. Managing innovation in English language education. Language Teaching. 2009;42(04). doi:10.1017/S026144480999005X

295.

Wedell, Martin. Planning for Educational Change: Putting People and Their Contexts First. Continuum; 2009.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781441192707>

296.

Wedell, Martin. Planning for Educational Change: Putting People and Their Contexts First. Continuum; 2009.

297.

Basturkmen H. Refining procedures: A needs analysis project at Kuwait University. English Teaching Forum. 1998;36(4).

298.

Basturkmen, Helen. Ideas and Options in English for Specific Purposes. Vol ESL&applied linguistics professional series. Lawrence Erlbaum Associates, Publishers; 2006.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.warwick.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/abstract/9781410617040>

299.

Basturkmen, Helen. Ideas and Options in English for Specific Purposes. Vol ESL&applied linguistics professional series. Lawrence Erlbaum Associates, Publishers; 2006.

300.

Basturkmen, Helen. Developing Courses in English for Specific Purposes. Vol ESL&applied linguistics professional series. Palgrave Macmillan; 2010.

301.

Belcher DD. Trends in Teaching English for Specific Purposes. Annual Review of Applied Linguistics. 2004;24. doi:10.1017/S026719050400008X

302.

Belcher DD. Trends in Teaching English for Specific Purposes. Annual review of applied linguistics. 2004;24:165-186.

303.

Belcher, Diane Dewhurst. English for Specific Purposes in Theory and Practice. University of Michigan Press; 2009.

304.

Belcher, Diane Dewhurst, Johns, Ann M., Paltridge, Brian. New Directions in English for Specific Purposes Research. University of Michigan Press; 2011.

305.

Benesch, Sarah. Critical English for Academic Purposes: Theory, Politics, and Practice. Lawrence Erlbaum Associates; 2001.

306.

Bhatia, V. K. Analysing Genre: Language Use in Professional Settings. Vol Applied linguistics and language study. Longman; 1993.

307.

Douglas, Dan. Assessing Language for Specific Purposes. Vol The Cambridge language assessment series. Cambridge University Press; 2000.

308.

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

309.

Dudley-Evans, Tony, St. John, Maggie-Jo. Developments in ESP: A Multi-Disciplinary Approach. Vol Cambridge language teaching library. Cambridge University Press; 1998.

310.

Flowerdew, John. Academic Listening: Research Perspectives. Vol The Cambridge applied linguistics series. Cambridge University Press; 1994.

311.

Flowerdew, John, Peacock, Matthew. Research Perspectives on English for Academic Purposes. Vol The Cambridge applied linguistics series. Cambridge University Press; 2001.

312.

Harding, Keith. English for Specific Purposes. Vol Resource books for teachers. Oxford University Press; 2007.

313.

Hewings, Martin, Nickerson, Catherine, British Council. Business English: Research into Practice. Vol English language teaching review. Longman (in association with the British Council); 1999.

314.

Hutchinson, Tom, Waters, Alan. English for Specific Purposes: A Learning-Centred Approach. Vol New directions in language teaching. Cambridge University Press; 1987.

315.

Hyland, Ken. Disciplinary Discourses: Social Interactions in Academic Writing. Michigan classics ed. University of Michigan Press; 2004.
<http://lib.mylibrary.com/browse/open.asp?id=478779&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

316.

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

317.

Master, Peter Antony, Brinton, Donna. New Ways in English for Specific Purposes. Vol New ways in TESOL series II. Teachers of English to Speakers of Other Languages, Inc; 1998.

318.

Peter Antony Master. Responses to ESP: English for Specific Purposes. San José State University, 1998 [http://books.google.co.uk/books?id=a6DQGwAACAAJ&dq=Responses to ESP&hl=en&sa=X&ei=44OhU6nGJeew7AaizIC4CA&ved=0CCEQ6AEwAA](http://books.google.co.uk/books?id=a6DQGwAACAAJ&dq=Responses+to+ESP&hl=en&sa=X&ei=44OhU6nGJeew7AaizIC4CA&ved=0CCEQ6AEwAA)

319.

Hinkel, Eli. Handbook of Research in Second Language Teaching and Learning. Lawrence Erlbaum Associates; 2005.

320.

Swales, John. Episodes in ESP: A Source and Reference Book on the Development of English for Science and Technology. Vol Language teaching methodology series. Pergamon

321.

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