

## EATAW Bibliography on Teaching Academic Writing with Annotations by EATAW

### Members

Alexander, Olwyn , Sue Argent and Jenifer Spencer. *EAP Essentials: a teacher's guide to principles and practice* (Garnet Education)  
<http://www.garneteducation.com/Subject/32/>

This book won't directly help teachers wanting to develop courses in Academic Writing, but it will answer some specific problems for students, both L1 and L2 [+]. It should be a valuable resource for all teachers at Higher Education level. It was written for teachers with little or no experience of teaching academic Reading, writing, listening and speaking. It sets the teaching of these skills within the context of what is expected at university. In particular academic writing is seen as performance within specific disciplines. The book draws on ideas from Systemic Functional Linguistics and contains a chapter on text analysis, showing different ways to view the frameworks in texts.

Bailey, Stephen. (2015). *Essentials of Academic Writing for International Students*. London: Routledge.

In the first part, Process and Skills, each stage of the writing process is demonstrated and practised, from selecting suitable sources, reading, note-making and planning through to re-writing and proof-reading. Each stage is linked to a related skill, so that for example summarising and paraphrasing are linked to using synonyms.

Each unit contains examples, explanations and exercises, for use in the classroom or for self-study. The units are clearly organised to allow teachers and students find the help they need with writing tasks.

The second part of the book, Elements of Writing, deals with key areas for improving accuracy, such as academic vocabulary, using numbers and punctuation. This section can be linked with the first part or used for reference or self-study.

Blaj-Ward, Lia. (2014). *Researching Contexts, Practices and Pedagogies in English for Academic Purposes*. Basingstoke: Palgrave Macmillan.

Coffin, Caroline, Mary Jane Curry, Sharon Goodman, Ann Hewings, Theresa Lillis, and Ann Swann. *Teaching Academic Writing: A Toolkit for Higher Education* (Routledge, 2002)

Craig, Jennifer Lynn. *Integrating Writing Strategies in EFL/ESL University Contexts: A Writing- Across-the-Curriculum Approach* (Routledge, 2012).

Caplan, Nigel A. (2012) *Grammar Choices for Graduate and Professional Writers*. Ann Arbor: University of Michigan Press.

Grammar Choices focuses exclusively on the grammar that graduate students and academics need in their writing. It takes a functional approach so that writers can expand their grammatical resources, discover the choices available to them, and control their meanings at the experiential, interpersonal, and textual levels. The book focuses on the clause and sentence level, but also treats grammar at the discourse level (paragraph development and cohesion). There's even a unit on corpus searching. Grammar Choices can be used as a class text or for self study and is cross-references to Swales & Feak, *Academic Writing for Graduate Students*. It is available from Amazon and other European booksellers. More information on the blog:  
<https://nigelteacher.wordpress.com/books/grammarchoice/>

Curry, M.J. & Hanauer, D. (Eds.) (2014). *Language, literacy, and learning in STEM*

*education: Research methods and perspectives from applied linguistics.*  
Amsterdam: John Benjamins.

Curry, M.J. & Lillis, T.M. (2013). *A scholar's guide to getting published in English: Critical choices and practical strategies.* Clevedon, UK: Multilingual Matters.

Fairbairn, Gavin and Chris Winch (2011). *Reading Writing and Reasoning: a guide for students.* Berkshire: Open University Press.

Of special interest, is the approach we take to teaching students to make use of citation and referencing in developing text, rather than merely 'decorating' what they write with references, as a kind of demonstration that they have read something which, of course, they catch from professional academics who offer an example of over-referencing.

Feak, Christine, and John M. Swales (2009). *Telling a research story: writing a literature review*, 2nd ed. Ann Arbor: University of Michigan Press.

Feak, Christine, and John M. Swales (2011). *Creating contexts: writing introductions across genres*, 2nd ed. Ann Arbor: University of Michigan Press.

Heine, Carmen, Knorr, Dagmar, Spielmann, Daniel, and Engberg, Jan (2014). New methods of text production process research combined. In: Knorr, Dagmar, Heine, Carmen, and Engberg, Jan (eds.): *Methods in Writing Process Research.* Frankfurt/Main u. a.: Lang [Textproduktion und Medium], 123-145.

Johnson, Soren (2014). *Getting it Across: A Guide to Effective Academic Writing* 2<sup>nd</sup> edition. Amsterdam: Techne Press.

Knorr, Dagmar, Heine, Carmen, and Engberg, Jan (eds.): *Methods in Writing Process Research.* Frankfurt/Main u. a.: Lang [Textproduktion und Medium]

Lewin, Beverly. *Writing Readable Research: A Guide for Social Scientists* (Equinox, 2010)

Lillis, T.M. & Curry, M.J. (2010). *Academic writing in a global context: The politics and practices of publishing in English.* London: Routledge.

Master, Peter. *Science, medicine and technology* (Prentice-Hall, 1986)

Natale, Lucia. *En Carrera: Escritura y Lectura de Textos Académicos y Profesionales*, Editorial: UNGS Colección Textos Básicos N° 16 Abstract: Este libro ofrece valiosas herramientas para quienes deben producir textos propios de la trayectoria universitaria. Asimismo, los profesores preocupados por enseñar a escribir encontrarán orientaciones y materiales de apoyo. También los profesionales que deben elaborar escritos para su vida laboral hallarán explicaciones útiles. Los géneros abordados son la reseña, el ensayo, el estudio de caso, la evaluación de producto en ingeniería, el manual de procedimientos y el proyecto de intervención social. Además, se ofrecen guías para mejorar la comprensión de textos complejos y explicaciones sobre normativa. Cada capítulo es obra de un equipo interdisciplinario: un especialista en un área de conocimiento y un experto en escritura, que trabajan desde una perspectiva que conjuga lo social, lo disciplinar y lo formal. Se tratan los contextos sociales en los que los textos circulan, la organización de los escritos y las partes que los componen. También se ofrecen guías de reflexión sobre los géneros y pautas concretas para idear, redactar y revisar las producciones propias y ajenas.

Oshima, Alice, and Ann Houge. *Writing Academic English*, 4th ed (Longman, 2006): There is a great section in what is essentially a workbook on paragraphing and on sentence

types, in addition to an initial section on structuring logically. The workbook is written with advanced English language learners in mind. A warning, though. Writing Academic English is an American text, so American conventions are respected. It is possible that your students are working on a higher level than this, but there are messages in the book that address some of the subtleties of English language use that even many native speakers of English fail to grasp.

Reid, Joy M. *Essentials of Teaching Academic Writing: Houghton Mifflin English for Academic Success* (Houghton Mifflin, 2005).

Solomon, Greta. *Just Write It!: How To Develop Top-Class University Writing Skills*, Open University Press (McGraw-Hill Education, 2013). This book won't directly help teachers wanting to develop courses in Academic Writing, but it will answer some specific problems for students, both L1 and L2 [+]. It should be a valuable resource for all teachers at Higher Education level.

Swales, John M., and Christine Feak. *Academic writing for graduate students: essential tasks and skills*, 2nd ed (University of Michigan Press, 2004)

Swales, John M., and Christine Feak. *English in today's research world: a writing guide*, 2nd ed (University of Michigan Press, 2000)

Thaiss, Christopher, Bräuer, Gerd, Carlino, Paula, Ganobcsik-Williams, Lisa, and Aparna Sinha. *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (WAC Clearinghouse, 2012) (<http://wac.colostate.edu/books/wpww>)

Wallwork, Adrian *English for Research, Usage, Style and Grammar* (Springer, 2012)

Wallwork, Adrian. *English for Writing Research Papers* (Springer, 2011)

## Collection

College Writing Series from Houghton Mifflin English for Academic Success

## Web Resources

Gillet, Andy. *Using English for Academic Purposes (UEfAP.com)* is a good resource for English language learners (including, again, people who have English as their first language). Gives teachers some ideas about how they might help their students to speak/write into an academic register in English.

Caplan, Nigel. Nigel Caplan Teacher's Blog (notes and other handouts on graduate ESL writing): <http://nigelteacher.wordpress.com/tesol2013> online discussion group: <http://groups.yahoo.com/group/gradroundtable> (click Join) or send an empty email to [gradroundtable-subscribe@yahoogroups.com](mailto:gradroundtable-subscribe@yahoogroups.com)

University of Hull Academic Writing Page: [http://slb-ltsu.hull.ac.uk/awe/index.php?title=Main\\_Page](http://slb-ltsu.hull.ac.uk/awe/index.php?title=Main_Page)

*Journal of Second Language Writing*: <http://www.journals.elsevier.com/journal-of-second-language-writing/>

*Journal of Writing Research*: <http://www.jowr.org>

## Selected Resources for Sports Scientists<sup>1</sup>

*The Perfection Point* by John Brenkus (2010) concerns predicting the absolute limits of human performance.

Cargill, M., & O'Connor, P. (2013). *Writing scientific research articles: Strategy and steps* (2nd ed.). Oxford UK: Wiley-Blackwell. ([www.writeresearch.com.au](http://www.writeresearch.com.au))

<http://www.writingathletes.com> is an American website with the theme of athletic team notebooks and journals developed by Professor Rich Kent at the University of Maine, USA.

Several Swiss universities have language centers and/or offer writing courses.

- The University of Bern (*Hochschuldidaktik, Zentrum für universitäre Weiterbildung*) offers several four-day scientific writing and three-day oral presentation workshops a year. This semester, writing workshops will be offered as of 26 February and as of 13 May 2016. [http://www.zuw.unibe.ch/content/hochschuldidaktik/einzelkurse/index\\_ger.html](http://www.zuw.unibe.ch/content/hochschuldidaktik/einzelkurse/index_ger.html)

- The center at the University of Basel offers English for Sports Scientists

<https://sprachenzentrum.unibas.ch/kursprogramm/4128>, which is aimed at Bachelor's and Master's students.

For PhD students who are in the process of writing for publication, there is a guided writing course centered on text production and improvement in which participants write, review, and revise their and each other's texts. The aim is that participants have a first draft at the end of the semester if they enter with data only, or a submittable manuscript if they enter with a first draft.

For PhDs with a natural science orientation

<https://sprachenzentrum.unibas.ch/kursprogramm/4136>

For PhDs with a social science orientation <https://sprachenzentrum.unibas.ch/kursprogramm/4137>

---

<sup>1</sup> With thanks to the European Association for the Teaching of Academic Writing (EATAW), especially to colleagues Yateendra Joshi, Margaret Cargill, Rich Kent, Petra Gekeler, and Stephan Meyer

- The center at the University of Fribourg offers semester-long courses.

<http://www.unifr.ch/centredelangues/de/>

- The *Maison des Langues* at the University of Geneva offers an academic writing course two hours a week over ten weeks twice a year.

<http://mdl.unige.ch/coursetenseignements/coursdesoutienanglais/cours-de-redaction-en-anglais-darticles-scientifiques-sciences-sociales/>

- The center at the University of Lausanne offers a wide range of language and writing courses.

<http://www.unil.ch/cdl/home/menuinst/anglais-1.html>

- The University of Neuchâtel offers English in semester-long and intensive courses as well as tutorials.

<http://www2.unine.ch/cdl/cms/lang/fr/pid/33949>

- The University of St. Gallen offers an intensive course in academic English.

([http://www.unisg.ch/en/universitaet/hsgservices/sprachenzentrum/english\\_for\\_academic\\_studies](http://www.unisg.ch/en/universitaet/hsgservices/sprachenzentrum/english_for_academic_studies))

- The University and the ETH Zürich jointly offer many courses.

<http://www.sprachenzentrum.uzh.ch/angebot/index.php>

- The *Conférence universitaire de la Suisse occidentale* (CUSO) offers about ninety courses for doctoral students at universities in the French-speaking area of Switzerland, a number of which focus on academic writing skills.

<http://competences.cuso.ch/activites/>

## **University Resources and Courses**

Centre for Academic Writing (CAW), Coventry University, UK. MA/PG Dip ‘Academic Writing Theory and Practice’ and PG Cert ‘Academic Writing Development’ courses for people researching or teaching academic writing:

<http://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academic-writing/>

Oxford Postgraduate Diploma in Teaching English Language in University Settings:  
(subsidised one- week residentials in Oxford for the two years):

<http://www.education.ox.ac.uk/courses/pgdip-telus/> Stanford University Writing in the Sciences Course: <https://www.coursera.org/course/sciwrite> University of Nottingham, UK.

MA in Applied Linguistics and English Language Teaching:

<http://www.nottingham.ac.uk/pgstudy/courses/english/applied-linguistics-and-english-language-teaching-ma.aspx>