

Contents

Series editors' preface	xi
Acknowledgements	xiii
How to use this book	xv
Introduction	1
SECTION A: INTRODUCTION	7
THEME 1: CONCEPTIONS AND CONTROVERSIES	8
Unit A1 Specific or general academic purposes?	9
Unit A2 Study skills or academic literacy?	16
Unit A3 Lingua franca or <i>Tyrannosaurus rex</i> ?	24
Unit A4 Pragmatism or critique?	30
THEME 2: LITERACIES AND PRACTICES	37
Unit A5 Discourses, communities and cultures	38
Unit A6 Genre analysis and academic texts	46
Unit A7 Corpus analysis and academic texts	58
Unit A8 Ethnographically oriented analysis and EAP	65
THEME 3: DESIGN AND DELIVERY	72
Unit A9 Needs and rights	73
Unit A10 Development and implementation	81
Unit A11 Methodologies and materials	89
Unit A12 Feedback and assessment	99
SECTION B: EXTENSION	107
THEME 1: CONCEPTIONS AND CONTROVERSIES	108
Unit B1 Specific or general academic purposes?	109
Spack, R., <i>Initiating ESL students into the academic discourse community: how far should we go?</i>	109
Hyland, K., <i>Specificity revisited: how far should we go now?</i>	113
Unit B2 Study skills or academic literacy?	118
Lea, M.R. and Street, B.V., <i>Student writing and staff feedback in higher education: an academic literacies approach</i>	118

Unit B3	Lingua franca or <i>Tyrannosaurus rex</i>?	124
	Swales, J.M., <i>English as Tyrannosaurus rex</i>	124
Unit B4	Pragmatism or critique?	129
	Allison, D., <i>Pragmatist discourse and English for Academic Purposes</i>	129
	Pennycook, A., <i>Vulgar pragmatism, critical pragmatism, and EAP</i>	133
THEME 2: LITERACIES AND PRACTICES		138
Unit B5	Discourses, communities and cultures	139
	Myers, G., <i>The narratives of science and nature in popularising molecular genetics</i>	139
	Becher, T., <i>Academic tribes and territories: intellectual inquiry and the cultures of disciplines</i>	143
	Mauranen, A., <i>Contrastive ESP rhetoric: metatext in Finnish–English economics texts</i>	147
Unit B6	Genre analysis and academic texts	153
	Yakhontova, T., <i>'Selling' or 'telling'? The issue of cultural variation in research genres</i>	153
	Chang, Y.-Y. and Swales, J., <i>Informal elements in English academic writing: threats or opportunities for advanced non-native speakers?</i>	157
Unit B7	Corpus analysis and academic texts	163
	Hyland, K. and Milton, J., <i>Qualification and certainty in L1 and L2 students' writing</i>	163
	Simpson, R., <i>Stylistic features of academic speech: the role of formulaic speech</i>	168
Unit B8	Ethnographically oriented analysis and EAP	174
	Chin, E., <i>Redefining 'context' in research on writing</i>	174
THEME 3: DESIGN AND DELIVERY		179
Unit B9	Needs and rights	180
	Benesch, S., <i>Rights analysis: studying power relations in an academic setting</i>	180
Unit B10	Development and implementation	186
	Barron, C., <i>Problem-solving and EAP: themes and issues in a collaborative teaching venture</i>	186
Unit B11	Methodologies and materials	193
	Johns, A., <i>Text, role and context</i>	193
	Flowerdew, L., <i>Using a genre-based framework to teach organisational structure in academic writing</i>	197
	Warschauer, M., <i>Networking into academic discourse</i>	202
Unit B12	Feedback and assessment	208
	Ivanic, R. et al., <i>'What am I supposed to make of this?' The messages conveyed to students by tutors' written comments</i>	208

SECTION C: EXPLORATION	215
THEME 1: CONCEPTIONS AND CONTROVERSIES	216
Unit C1 Specific or general academic purposes?	217
Unit C2 Study skills or academic literacy?	223
Unit C3 Lingua franca or <i>Tyrannosaurus rex</i> ?	229
Unit C4 Pragmatism or critique?	235
THEME 2: LITERACIES AND PRACTICES	239
Unit C5 Discourses, communities and cultures	240
Unit C6 Genre analysis and academic texts	246
Unit C7 Corpus analysis and academic texts	254
Unit C8 Ethnographically oriented analysis and EAP	262
THEME 3: DESIGN AND DELIVERY	276
Unit C9 Needs and rights	277
Unit C10 Development and implementation	282
Unit C11 Methodologies and materials	293
Unit C12 Feedback and assessment	302
Glossary	311
Further reading	318
References	325
Author index	336
Subject index	336