Specialised English: New Directions in ESP and EAP Research and Practice

Ken Hyland & Lillian Wong
Contents

Preface Brian Paltridge

Introduction Ken Hyland & Lillian Wong

Section one: Conceptual Issues in Specialised Language use

1. Anna Mauaranen – Academically Speaking: English as the Lingua Franca

2. Jane Lockwood – What do we mean by ‘Workplace English’? A multilayered syllabus framework for course design and assessment

3. Vijay Bhatia – Genre as Interdiscursive Performance in English for Professional Communication

4. John Flowerdew – Power in English for Academic Purposes

5. Alex Ding – EAP practitioner identity

Section two: Focus on texts

6 Ken Hyland – Academic interaction: where’s it all going?

7. Ian Bruce – Exploring critical thinking in academic and professional writing: a genre-based approach

8. Avril Coxhead & Thi Ngoc Yen Dang – Vocabulary in university tutorials and laboratories: Corpora and word lists
9. Janet Holmes – Researching the impact of ‘the culture order’ in professional workplace contexts

10. Jean Parkinson – Multimodal student texts: Implications for ESP

11 Ann Johns – Grappling with the Personal Statement: Transformation, Appropriation, and Externalization

**Section three: Focus on practice**

12. Laurence Anthony – Tools and Strategies for Data-Driven Learning (DDL) in the EAP writing classroom

13. Lillian Wong – Implementing disciplinary data-driven learning for postgraduate thesis writing

14. Lynn Flowerdew – English as a lingua franca and learner English in disciplinary writing: A corpus perspective

15. Jill Northcott – Academic writing feedback: Collaboration between subject and EAP specialists.

16. Ursula Wingate – Directives in academic writing tutorials: How do different teaching styles affect their use?

17. Yongyan Li & Margaret Cargill – Seeking Supervisor Collaboration in a School of Sciences at a Chinese University