**WRITING FOR ACADEMIC PURPOSES: SELECTED REFERENCES**

**(Last updated 8 May 2022)**

Abasi, A. R., Akbari, N., & Graves, B. (2006). Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school. *Journal of Second Language Writing*, *15*(2), 102-117.

Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction program. *Language Teaching Research*. <https://doi.org/10.1177/1362168820965510>

Al-Issa, A., & Abou Eissa, A. (2011). Teachers’ attitudes and practices toward providing feedback on Arab EFL students’ writing. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 161-180). New York, NY: Peter Lang.

Allison, D. (1992). Discourse awareness in student writing. *Hong Kong Papers in Linguistics and Language Teaching, 15*, 75-85.

Allison, D. (1993). Assertions and alternatives: Helping ESL undergraduates extend their choices in academic writing. *Journal of Second language Writing, 4*(1), 1-15.

Alotaibi, H., & Pickering, L. (2013). Cultural divergence in academic writing: A case study of the research article introduction in Arabic. The *Global eLearning Journal, 2*(4), 2–19.

Anstrom, K., DiCerbo, P., Butler, F., Katz, A., Millet, J., & Rivera, C. (2010). *A review of the literature on academic English: Implications for K-12 English language learners*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Atkinson, D., & Ramanathan, V. (1995). Cultures of writing: An ethnographic comparison of L1 and L2 university writing/language programs. TESOL Quarterly, 29(3), 539-567.

Auerbach. E. R. (1992). *Making meaning, making change. Participatory curriculum development for adult ESL literacy.* Center for applied linguistics. McHenry, IL: Delta Systems.

Bailey, A. (Ed.). (2007). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.

Bakar, N. A., & Ismail, K. (2009). Using blogs to encourage ESL students to write constructively in English. *ASEAN Journal of Teaching and Learning in Higher Education*, *1*(1), 45-57.

Bauler, C. V. (2012-2013). Online forum discussions and the development of opinions in college-level ESL writing. *The CATESOL Journal, 24*(1), 112-121.

Becker, A. (2010). Examining rubrics used to measure writing performance in US intensive English programs. *The CATESOL Journal*, *22*(1), 113-130.

Bell, D. M. (2007). Sentence-initial *and* and *but* in academic writing. *Pragmatics. Quarterly Publication of the International Pragmatics Association (IPrA)*, *17*(2), 183-201.

Bereiter, C., & Scardamalia, M. (1986). Levels of inquiry into the nature of expertise in writing. *Review of Research in Education*, *13*, 259-282.

Berlin, J. (1988). Rhetoric and ideology in the writing class. *College English, 50*, 477-494.

Biber, D. (2006). Stance in spoken and written university registers. *Journal of English for Academic Purposes, 5*(2), 97-116.

Biber, D., & Barbieri, F. (2007). Lexical bundles in university spoken and written registers. *English for Specific Purposes, 26*(3), 263-286.

Biber, D., Conrad, S., Reppen, R., Byrd, P., & Helt, M. (2002). Speaking and writing in the university: A multi-dimensional comparison. *TESOL Quarterly, 36*(1), 9-48.

Biber, D., Csomay, E., Jones, J. K., & Keck, C. (2004). A corpus linguistic investigation of vocabulary-based discourse units in university registers. In U. Connor & T. A. Upton (Eds.), *Applied corpus linguistics: A multi-dimensional perspective* (pp. 53-72). Amsterdam, The Netherlands: Rodopi.

Biber, D., Reppen, R., & Staples, S. (2017). Exploring the relationship between TOEFL iBT scores and disciplinary writing performance. *TESOL Quarterly*, *51*(4), 948-960.

Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students’ writing the discussion section. *Journal of English for Academic Purposes, 5*(1), 4-18.

Bloom, L. (1982). Why graduate students can’t write: Implications of research on writing anxiety for graduate education. *Journal of Advanced Composition, 2*(1/2), 103-117.

Blue, G. M. (1988). Individualising academic writing tuition. In P. Robinson (Ed.), *Academic writing: Process and product* (pp. 95-99). London, UK: Modern English Publications.

Braine, G. (1989). Writing in science and technology: An analysis of assignments from ten undergraduate courses. *English for Specific Purposes, 8*(1), 3-15.

Braine, G. (1996). ESL students in first-year writing courses: ESL versus mainstream classes. *Journal of Second Language Writing*, *5*(2), 91-107.

Braine, G. (2002). Academic literacy and the non-native speaker graduate student. *Journal of Academic Purposes, 1*(1), 59-63.

Breeze, R. (2012) *Rethinking academic writing pedagogy for the European university*. Amsterdam: Rodopi.

Brefeld, R. (2017). Practitioner inquiry group explorations in academic English: A dialogic teaching approach. In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 219-244)*.* New York, NY: NOVA Science Publishers.

Brick, J. (2012). Teaching English for academic purposes. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 170-178). Cambridge, UK: Cambridge University Press.

Bridgeman, B., & Carlson, S. (1983). *Survey of academic writing tasks required of graduate and undergraduate foreign students.* Princeton, NJ: Educational Testing Service.

Brisk, M. E. (2015). *Engaging students in academic literacies: Genre-based pedagogy for K-5 classrooms*. Routledge. <http://dx.doi.org/10.4324/9781317816164>

Britt, M., Pribesh S., Hinton-Johnson, K., & Gupta, A. (2018). Effect of a mindful breathing intervention on community college students’ writing apprehension and writing performance. *Community College Journal of Research and Practice, 42*(10), 693-707. Doi: [10.1080/10668926.2017.1352545](https://doi.org/10.1080/10668926.2017.1352545)

Bruce, N., & Lewkowicz, J. (1991). Thematic and topic development in academic writing. In V. Bickley (Ed.), *Where from here? Issues in the planning, managing and implementing of language teaching and training programmes in the 90s* (pp. 363-377). Hong Kong: Institute of Language Education.

Bui, G. (2017). A lexical approach to teaching formality in freshman L2 academic writing. In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 92-103)*.* New York, NY: NOVA Science Publishers.

Byrnes, H. (2012). Conceptualizing FL writing development in collegiate settings: A systemic functional linguistics approach. In R. M Manchon (Ed.), *L2 writing development: Multiple perspectives* (pp. 191-218). Berlin, Germany: deGruyter Mouton.

Byrnes, H., Maxim, H. H., & Norris, J. M. (2010). Realizing advanced L2 writing development in a collegiate curriculum: Curricular design, pedagogy, assessment. *Modern Language Journal, 94* (Supp. Monograph).

Calvert, K. (2013-2014). Facilitating the quest: A case study of three technologies in an EAPP writing classroom. *The CATESOL Journal, 25*(1), 106-117.

Canagarajah, S. (2001). Addressing issues or power and differences in ESL academic writing. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 117-131). Cambridge, UK: Cambridge University Press.

Canagarajah, A. S.  (2002). Critical academic writing and multilingual students. Ann Arbor: University of Michigan Press.

Canagarajah, A. S. (2002). A geopolitics of academic writing. Pittsburgh, PA: University of Pittsburgh Press.

Canagarajah, A. S. (2006). Toward a writing pedagogy of shuttling between languages: Learning from multilingual writers. *College English,* 68(6), 589-604.

Canagarajah, A. S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. The Modern Language Journal, 95(3), 401-417.

Candlin, C. N., & Plum, G. A. (1999). Engaging with the challenge of academic writing: Researchers, students and tutors. In C. N. Candlin & K. Hyland (Eds.), Writing: Text, processes, and practices (pp. 193-217). Harlow, CA: Longman.

Canesco, G., & Byrd, P. (1989). Writing required in graduate courses in business administration. *TESOL Quarterly, 23*(2), 305-321.

Carkin, S. (2005). English for academic purposes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 85-98). Mahwah, NJ: Lawrence Erlbaum Associates.

Casal, J. E., & Lu, X. (2021). ‘Maybe complicated is a better word’: Second-language English graduate student responses to syntactic complexity in a genre-based academic writing course. *International Journal of English for Academic Purposes: Research and Practice*, *2021*(Spring), 95-115.

Casanave, C. P. (1995). Local interactions: Constructing contexts for composing in a graduate sociology program. In G. Braine & D. Belcher (Eds.), *Academic writing in a second language: Essays on research and pedagogy* (pp. 83-110). Norwood, NJ: Ablex.

Casanave, C., & Hubbard, P. (1992). The writing assignments and writing problems of doctoral students: Faculty perceptions, pedagogical issues, and needed research. *English for Specific Purposes Journal,* 11, 33-49.

Casanave, C. P., & Li, X. (Eds.). (2008). *Learning the literacy practices of graduate school: Insiders’ reflections on academic enculturation*. Ann Arbor, MI: University of Michigan Press.

Cavusgil, S. (2008). Academic writing courses should focus on paragraph and essay development. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 140-158). Ann Arbor, MI: University of Michigan Press.

Cho, S. (2004). Challenges of entering discourse communities through publishing in English: Perspectives of nonnative-speaking doctoral students in the United States of America. *Journal of Language, Identity, and Education*, *3*(1), 47-72.

Clark, R. Cottey, A. Constantinou, C. & Yeoh, D.C. (1990). Rights and obligations in student writing. In R. Clark, N. Fairclough, R. Ivanič, N. McLeod, J. Thomas & P. Meara (Eds.), *British Studies in Applied Linguistics 5: Language and power* (pp. 85-102). Cardiff, UK: BAAL, CILT.

Clark, T., & Yu, G. (2022). Test preparation pedagogy for international study: Relating teacher cognition, instructional models and academic writing skills. *Language Teaching Research*, https://doi.org/10.1177/13621688211072381.

Cmejrkova, S. (1996). Academic writing in Czech and English. In E. Ventola & A. Mauranen (Eds.), *Academic writing: Intercultural and textual issues* (pp. 137-152). Amsterdam, The Netherlands: John Benjamins.

Cohen, A., & Brooks-Carson, A. (2001). Research on direct versus translated writing: Student’s strategies and their results. *Modern Language Journal, 85*(2), 169-188.

Conrad, S. (2008). Corpus-based research is too complicated to be useful for writing teachers. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 115-139). Ann Arbor, MI: University of Michigan Press.

Cooley, L., & Lewkowics, J. (1995). The writing needs of postgraduate students at the University of Hong Kong. *Hong Kong Papers in Linguistics and Language Teaching, 18*, 121-123.

Cooley, L., & Lewkowics, J. (1995). The quantum leap: From essay to thesis. In D. Nunan, R. Berry, & V. Berry (Eds.), *Bringing about change in language education: Proceedings of the Second ILEC Conference, Hong Kong* (pp. 201-216. Hong Kong: University of Hong Kong.

Creme, P., & Lea, M. R. (1999). Student writing: Challenging the myths. In P. Thompson (Ed.), *Academic writing development in higher education: Perspectives, explorations and approaches* (pp. 1-3). Reading, PA: University of Reading.

Cresswell, A. (2000). Self-monitoring in student writing: Developing learner responsibility. *ELT Journal*, *54*(3), 235-244.

Criollo, R. (2003). Teaching TESOL undergraduates to organize and write literature reviews. *The Internet ESL Journal, IX*(4). <http://iteslj.org/Techniques/Criollo-LitReview.html>.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism, 19*, 121–129.

Cummins, J. (1981). Empirical and theoretical underpinnings of bilingual education. *Journal of Education*, *163*(1), 16-29.

Cummins, J., & E. Y. Man (2007). Academic language: What is it and how do we acquire it? In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 797-810). New York, NY: Springer.

Csizér, K., & Tankó, G. (2015). English majors’ self-regulatory control strategy use in academic writing and its relation to L2 motivation. *Applied Linguistics,* *38*(3), 386-404. Doi: [10.1093/applin/amv033](https://doi.org/10.1093/applin/amv033)

Deckert, G. (1993). Perspectives on plagiarism from ESL students in Hong Kong. *Journal of Second Language Writing, 2*(2), 131-148.

di Gennaro, K. (2009). Investigating differences in the writing performance of international and Generation 1.5 students.*Language Testing, 26*, 533-559.

Dong, Y. R. (1996). Learning how to use citations for knowledge transformation: Non-native doctoral students' dissertation writing in science. *Research in the Teaching of English*, *30*(4), 428-457.

Eckel, E. J. (2011). Textual appropriation in engineering masters theses: A preliminary study. *Science and Engineering Ethics*, *17*(3), 469-483.

Eggington, W. (1987). Writing academic discourse in Korean: Implications for effective communication. In U. M. Connor & R. Kaplan (Eds.), *Writing across languages: Analysis of L2 texts* (pp. 153-167). Reading, MA: Addison Wesley.

Elbow, P. (1991). Reflections on academic discourse: How it relates to freshmen and colleagues. *College English, 53*, 135-155.

Esseili, F. (2019). Innovation in L2 writing instruction: Towards nurturing confident, motivated, and academically honest L2 writers. In H. Reinders, C. Coombe, A. Littlejohn, & D. Tafazoli (Eds.), *Innovation in language learning and teaching: The case of the Middle East and North Africa*, pp. 85 – 107. Cham, Switzerland: Palgrave Macmillan.

Fazel, I., & Shi, L. (2015). Citation patterns and practices in grant proposals of graduate students. *Journal of English for Academic Purposes, 20*, 203–214.

Ferris, D. (2008). Students must learn to correct all their writing errors. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 90-114). Ann Arbor, MI: University of Michigan Press.

Ferris, D. (2009). *Teaching college writing to diverse student populations*. Ann Arbor, MI: University of Michigan Press.

Ferris, D., Brown, J., Liu, H., & Stine, M. E. A. (2011). Responding to L2 students in college writing classes: Teacher perspectives. *TESOL Quarterly,* *24*(2), 207-234.

Finn, H. B. (2018). Articulating struggle: ESL students’ perceived obstacles to success in a community college writing class. *Journal of Second Language Writing, 42*, 101-106.

Fischer, D. (2013). Cultivating effective peer feedback strategies in an academic writing course. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 205-206). Canterbury, UK: IATEFL.

Fishman, S. M., & McCarthy, L. (2001). An ESL writer and her discipline-based professor: Making progress even when goals do not match. *Written Communication, 18*(2), 180-228.

Flowerdew, J. (1999). Problems in writing for scholarly publication in English: The case of Hong Kong. *Journal of Second Language Writing, 8*(3), 243-264.

Flowerdew, J. (2015). Some thoughts on English for research publication purposes (ERPP) and related issues. *Language Teaching, 48*(2), 250-262.

Flowerdew, J., & Li, Y. (2007). Language re-use among Chinese apprentice scientists writing for publication. *Applied Linguistics*, *28*(3), 440-465.

Folse, K. (2008). Teaching vocabulary is not the writing teacher’s job. In J. Reid & K. Folse (Eds.), *Writing myths: Applying second language research to classroom teaching* (pp. 1-17). Ann Arbor, MI: University of Michigan Press.

Frodesen, J., & Holten, C. (2003). Grammar and the ESL writing class. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 141-161). Cambridge, UK: Cambridge University Press.

Gainen, J. 1993. A writing support program for junior faculty women. *New Directions for Teaching and Learning, 53,* 91-100.

Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the Challenge Zone*. Heinemann.

Gleeson, M. (2015). ‘It’s the nature of the subject:’ Secondary teachers’ disciplinary beliefs and decisions about teaching academic language in their content classes. *Australian Journal of Language and Literacy, 38*(2), 104-114.

Green, A. (2006). Watching for washback: Observing the influence of the International English Language Testing System academic writing test in the classroom. *Language Assessment Quarterly*, *3*(4), 333-368.

Groom, N. (2000). Attributions and averral revisited: Three perspectives on manifest intertextuality in academic writing. In P. Thompson (Ed.), *Patterns and perspectives: Insights for EAP writing practice* (pp. 15-26). Reading, PA: CALS, The University of Reading.

Gu, Q., & Brooks, J. (2008). Beyond the accusation of plagiarism. *System*, *36*(3), 337-352. doi:10.1016/j.system.2008.01.004

Hale, G., Taylor, C., Bridgeman, B., Carson, J., Kroll, B., & Kantor, R. (1996). *A study of writing tasks assigned in academic degree programs* (TOEFL Research Report No. 54). Princeton, NJ: Educational Testing Service.

Hall, K. (2011). Teaching composition and rhetoric to Arab EFL learners. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 421-440). New York, NY: Peter Lang.

Hamp-Lyons, L. (2011). English for academic purposes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 89-105), New York, NY: Routledge.

Hamp-Lyons, L., & Zhang, B. (2001). World Englishes: Issues in and from academic writing. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 101-116). Cambridge, MA: Cambridge University Press.

Hartig, A. J., & Lu, X. (2014). Plain English and legal writing: Comparing expert and novice writers. English for Specific Purposes, 33(1), 87-96.

Hartshorn, K. J., & Evans, N. W. (2019). Expectations and challenges of non-native university writers at the outset of discipline-specific study. *TESL Reporter*, 52(1), 1-29.

Harwood, N., & Hadley, G. (2004). Demystifying institutional practices: Critical pragmatism and the teaching of academic writing. *English for Specific Purposes*, *23*(4), 355–377. doi:10.1016/j.esp.2003.08.001

Hayes, J. R., & Flower, L. S. (1987). On the structure of the writing process. *Topics in Language Disorders, 7*(4),19-30.

He, A. W. (1998). *Reconstructing institutions:  Language use in academic counseling encounters*.  Greenwich, CT and London, UK: Greenwood Publishing Group.

Heffernan, N. (2006). An integrated approach to teaching academic writing. *The Asian EFL Journal Quarterly, 8*(3), 249-258.

Hinkel, E. (2003). Simplicity without elegance: Features of sentences in L1 and L2 academic texts. *TESOL Quarterly*, *37*(2), 275-301.

Hinkel, E. (2009). The effects of essay topics on modal verb uses in L1 and L2 academic writing. *Journal of Pragmatics, 41*(4), 667-683.

Hinkel, E. (2010). What research on second language writing tells us and what it doesn’t. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*, *2*, (pp. 523-538). New York, NY: Routledge.

Hoadley-Maidment, E. (1997). From ‘story’ to argument: The acquisition of academic writing skills in an open-learning context, *Language and Education, 11*(1), 55-68.

Holes, C. (1984). Textual approximation in the teaching of academic writing to Arab students: A contrastive approach. In J. Swales & H. Mustafa (Eds.), *English for specific purposes in the Arab world* (pp. 228-242). Birmingham, UK: The Language Studies Unit, University of Aston.

Horowitz, D. M. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL Quarterly*, *20*(3), 445-462.

Howard, R. M. (2002). Don’t police plagiarism: Just TEACH! *Education Digest*, *67*(5), 46.

Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing & Pedagogy*, *2*(2), 177-192.

Howarth, P. (1998). The phraseology of learners’ academic writing. In A. P. Cowie (Ed.), *Phraseology* (pp. 161-186). Oxford, UK: Clarendon Press.

Hu, G., & Lei, J. (2016). Plagiarism in English academic writing: A comparison of Chinese university teachers' and students' understandings and stances. *System, 56*, 107-118.

Huang, J. (2004). Socializing ESL students into the discourse of school science through academic writing. *Language and Education*, *18*(2), 97-123

Hubbard, P. (2010). Reflections on teaching discourse functions using a science thesis. *Journal of Writing and Pedagogy*, 1(2), 264-277.

Huerta, M., Goodson, P., Beigi, M., & Chlup, D. (2017). Graduate students as academic writers: Writing anxiety, self-efficacy and emotional intelligence. *Higher Education Research & Development,* *36*(4), 716-729. Doi: [10.1080/07294360.2016.1238881](https://doi.org/10.1080/07294360.2016.1238881)

Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied Linguistics*, *20*(3), 341-367. doi:10.1093/applin/20.3.341

Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics,* *34*, 1091-1112.

Hyland, K. (2002). Options of identity in academic writing. *ELT Journal,* *56*(4) 351- 358.

Hyland, K. (2002). Activity and evaluation: Reporting practices in academic writing. In J. Flowerdew (Ed.), *Academic discourse* (pp. 115-130). London, England: Longman.

Hyland, K. (2003). *Second language writing*. Cambridge, UK: Cambridge University Press.

Hyland. K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing, 16*(3), 148–164. <https://doi.org/10.1016/j.jslw.2007.07.005>

Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching, 41*(4). 543–562.

Hyland, K. (2011). Learning to write: Issues in theory, research, and pedagogy. In R. M. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* (pp. 17–35). Amsterdam, The Netherlands: John Benjamins.

Hyland, K. (2013). Writing in the university: Education, knowledge, and reputation. *Language Teaching, 46*(1), 53-70.

Hyland, K. (2019). Participation in publishing: The demoralizing discourse of disadvantage. In P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication: Authors, mentors, gatekeepers* (pp. 13-33). Cham, Switzerland: Springer.

Hyland, K., & Milton, J. (1997). Qualification and certainty in L1 and L2 students' writing. *Journal of Second Language Writing*, *6*(2), 183-205.

Ivanič, R. & Roach, D. (1990). Academic writing, power and disguise. In R. Clark, N. Fairclough, R. Ivanič, N. McLeod, J. Thomas & P. Meara (Eds.), *British Studies in Applied Linguistics 5: Language and power* (pp. 103-119). London, UK: BAAL and CILT.

Jones, A. A., & Freeman, T. E. (2003). Imitation, copying, and the use of models: Report writing in an introductory physics course. *Professional Communication, IEEE Transactions on*, *46*(3), 168-184.

Johns, A. M. (1997). *Text, role and context: Developing academic literacies*. Cambridge, UK: Cambridge University Press.

Jones, E. (2008). Predicting performance in first-semester college basic writers: Revisiting the role of self-beliefs. *Contemporary Educational Psychology,* *33*, 209-238. Doi: [10.1016/j.cedpsych.2006.11.001](https://doi.org/10.1016/j.cedpsych.2006.11.001)

Jordan, R. R. (1990). *Academic writing course*. London, UK: Collins.

Jou, Y.-S. (2017). Lexical constructions in EAP writing: A corpus-based study.In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 81-91)*.* New York, NY: NOVA Science Publishers.

Kamaşak, R., Sahan, K., & Rose, H. (2021). Academic language-related challenges at an English-medium university. Journal of English for Academic Purposes***,***49***,*** 100945. <https://doi.org/10.1016/j.jeap.2020.100945>

Karlen, Y., & Compagnoni, M. (2017). Implicit theory of writing ability: Relationship to metacognitive strategy knowledge and strategy use in academic writing. *Psychology Learning & Teaching, 16*, 47-63. [Doi: 10.1177/1475725716682887](https://doi.org/10.1177/1475725716682887)

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

Keck, C. M., & Biber, D. (2004). Modal use in spoken and written university registers. A corpus-based study. In R. Facchinetti & F. Palmer (Eds.), *English modality in perspective: Genre analysis and contrastive studies* (pp. 3-25). Frankfurt am Main, Germany: Peter Lang.

Kitajima, R. (2016). Does the advanced proficiency evaluated in oral-like written text support syntactic parsing in a written academic text among L2 Japanese learners? *Foreign Language Annals*, *49*(3), 573-595.

Knoch, U., & Elder, C. (2010). Validity and fairness implications of varying time conditions on a diagnostic test of academic English writing proficiency. *System*, *38*(1), 63-74. doi:10.1016/j.system.2009.12.006

Knoch, U., & Elder, C. (2010). Validity and fairness implications of varying time conditions on a diagnostic test of academic English writing proficiency. *System*, *38*(1), 63-74.

Lavelle, E. (1993). Development and validation of an inventory to assess processes in college composition. *British Journal of Educational Psychology, 63*, 489-499. Doi: [10.1111/j.2044-8279.1993.tb01073.x](https://doi.org/10.1111/j.2044-8279.1993.tb01073.x)

Lavelle, E. (2001) Brief report: Writing styles of college students. *Journal of College Reading and Learning, 32*(1), 60-67. Doi: [10.1080/10790195.2001.10850127](https://doi.org/10.1080/10790195.2001.10850127)

Lavelle, E., & Bushrow, K. (2007). Writing approaches of graduate students. *Educational Psychology, 27*(6), 807-822. Doi: [10.1080/01443410701366001](https://doi.org/10.1080/01443410701366001)

Lavelle, E., & Guarino, A. (2003). A multidimensional approach to understanding college writing processes. *Educational Psychology, 23*, 3, 295-305. Doi: [10.1080/0144341032000060138](https://doi.org/10.1080/0144341032000060138)

Lee, I. (1997). ESL learners' performance in error correction in writing: Some implications for college-level teaching. *System, 25*(4), 465-477. Doi: [10.1016/S0346-251X(97)00045-6](https://doi.org/10.1016/S0346-251X%2897%2900045-6)

Lee, I. (2009). L2 writing teachers’ perspectives, practices and problems regarding error feedback. *Assessing Writing*, 8 (3), 216-237.

Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly*, *29*(2), 235-260.

Leki, I. (1991). The preferences of ESL students for error correction in college level writing classes. *Foreign Language Annals, 24*, 203-218. Doi: 10.1111/j.1944-9720.1991.tb00464.x

Leki, I., & Carson, J. (1997). “Completely different worlds”: EAP and the writing experiences of ESL students in university courses. *TESOL Quarterly, 31*(1), 39-69.

Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English* (1st ed.). New York, NY: Routledge.

Leung, C. (2008). Second language academic literacies: Converging understanding. In B. V. Street, & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (pp.145–161). Berlin, Germany: Springer.

Lewis, M., & Starks, D. (1997). Revisiting examination questions in tertiary academic writing. *English for Specific Purposes, 16*(3), 197-210.

Lewkowicz, J. (2012). The challenges of writing a successful thesis conclusion. In R. Tang (Ed.), *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts* (pp. 107-125). London, UK: Bloomsbury.

Li, J., & Schmitt, N. (2009). The acquisition of lexical phrases in academic writing: A longitudinal case study. *Journal of Second Language Writing*, *18*(2), 85–102. doi: 10.1016/j.jslw.2009.02.001

Li, Y. (2006). A doctoral student of physics writing for international publication: A sociopolitically-oriented case study. *English for Specific Purposes*, *25*(4), 456-478.

Li, Y. (2013). Text-based plagiarism in scientific writing: What Chinese supervisors think about copying and how to reduce it in students’ writing. *Science and Engineering Ethics*, *19*(2), 569-583.

Liao, M., & Tseng, C. (2010). Students' behaviors and views of paraphrasing and inappropriate textual borrowing in an EFL academic setting. *Journal of Pan-Pacific Association of Applied Linguistics, 14*(2), 187-211.

Lillis, T., & Curry, M. J. (2006). Professional academic writing by nultilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication*, *23*(1), 3-35.

Lin, B. (2006). Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course. *The Asian EFL Journal Quarterly, 8*(3), 226-248.

Lin, M. (2007). How helping Chinese ESL college students write research papers can teach information literacy. *Journal of East Asian Libraries, 141*, 6–11.

Liu, J. Y., Chang, Y. J., Yang, F. Y., & Sun, Y. C. (2011). Is what I need what I want? Reconceptualising college students’ needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes*, *10*(4), 271-280.

Liu, M., & Liu, S. (2014). Xueshu yingyu lunwen xiezuo de guocheng, tiaozhan yu yingdui celüe [Processes, challenges and coping strategies in academic English writings by graduate EFL Learners]. *Journal of PLA University of Foreign Languages, 37*(4), 23-31.

Llosa, L., Beck, S. W., & Zhao, C. G. (2011). An investigation of academic writing in secondary schools to inform the development of diagnostic classroom assessments. *Assessing Writing*, *16*(4), 256-273.

Llosa, L., Grapin, S. E., Friginal, E., Cushing, S. T., & Malone, M. E. (2020). Linguistic dimensions of TOEFL iBT essays compared with successful student disciplinary writing in the university. *TESOL Quarterly, 54*(1), 251–265.

Lonka, K., Chow, A. Keskinen, J., Hakkarainen, K. Sandström, N., & Pyhältö, K.(2014). How to measure PhD students’ conceptions of academic writing-- and are they related to well-being? *Journal of Writing Research, 5*(3), 245-269. Doi: 10.17239/jowr-2014.05.03.11

Lu, X. (2011). A corpus-based evaluation of syntactic complexity measures as indices of college-level ESL writers’ language development. *TESOL Quarterly, 45*(1), 36-62.

Ma, X., Chen, Y., Chen, C., & Zhang, H. (2015). Ligongke yanjiusheng xueshu yingyu xiezuo kunnan yanjiu [ Difficulties in English academic writing among science and engineering postgraduates]. *Journal of Higher Education Research, 17*(4), 32-37.

Manchón, R. M. (2011). Situating the learning-to-write and writing-to-learn dimensions of L2 writing. In R. M. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* (pp. 3–16). Amsterdam, The Netherlands: John Benjamins.

Martínez, R. A. (2010). “Spanglish” as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English*, *45*(2), 124–149.

Melzer, D. (2009). Writing assignments across the curriculum: A national study of college writing. *College Composition & Communication*, *61*(2), 378.

Menghini, M. (2017). Supporting multilingualism in academic writing. *International Journal of Language Studies, 11*(4), 107-130.

Mohan, B., & Lo, W. A-Y. (1985). Academic writing and Chinese (Cantonese) students: Transfer and development factors. *TESOL Quarterly, 19*(3), 515-534.

Moore, J., & Schleppegrell, M. (2020). A focus on disciplinary language: Bringing critical perspectives to reading and writing in science. *Theory into Practice*, *59*(1), 99–108. <http://dx.doi.org/10.1080/00405841.2019.1685337>

Moore, T., & Morton, J. (2005). Dimensions of difference: A comparison of university writing and IELTS writing. *Journal of English for Academic Purposes*, *4*(1), 43-66. doi:10.1016/j.jeap.2004.02.001

Mori, M. (2012-2013). “There and back again” in the writing classroom: A graduate student’s recursive journey through pedagogical research and theory development. *The CATESOL Journal, 24*(1), 149-156.

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing.* New York, NY: Routledge.

Nova, M. (2018). Utilizing Grammarly in evaluating academic writing: A narrative research on EFL students’ experience. *Premise: Journal of English Education and Applied Linguistics*, *7*(1), 80-97.

Okuda, T., & Anderson, T. (2018). Second language graduate students' experience at the writing center: A language socialization perspective. *TESOL Quarterly, 52*(2), 391-413.

O’Neill, R., & Russell, A. (2019). Stop! Grammar time: University students’ perceptions of the automated feedback program Grammarly. *Australasian Journal of Educational Technology*, *35*(1), 42-56.

O'Neill, S. (2017). Building students' capacity to write English for academic purposes: Pedagogy and the demands of writing persuasively. In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 60-80)*.* New York, NY: NOVA Science Publishers.

Onwuegbuzie, A. J. (1998). The relationship between writing anxiety and learning styles among graduate students*. Journal of College Student Development, 39*, 589-598.

Onwuegbuzie, A. J. (1999). Writing apprehension among graduate students: Its relationship to self-perception. *Psychological Reports, 84*, 1034-1039. Doi: [10.2466/pr0.1999.84.3.1034](https://doi.org/10.2466/pr0.1999.84.3.1034)

Ortega, L. (2003). Syntactic complexity measures and their relationship to L2 proficiency: A research synthesis of college-level L2 writing. *Applied Linguistics, 24*, 492-518.

Oshima, A., & Hogue, A. (1991). *Writing academic English*. New York, NY: Addison-Wesley.

Pack, A. (2019). Teaching academic essay structure: As easy as 1-2-3. *TESL Reporter, 52*(1), 99-104.

Paltridge, B. (2004). Review article: Academic writing. *Language Teaching*, *37*(2), 87-105.

Paltridge, B., & Woodrow, L. (2012). Thesis and dissertation writing: Moving beyond the text. In R. Tang (Ed.), *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts* (pp. 88-104). London, UK: Continuum.

Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, *12*(4), 317-345. doi:10.1016/j.jslw.2003.08.004

Pecorari, D. (2006). Visible and occluded citation features in postgraduate second language writing. *English for Specific Purposes 25*, 4-29.

Pennycook, A. (1996). Borrowing others’ words: Text, ownership, memory, and plagiarism. *TESOL quarterly*, *30*(2), 201-230.

Perron, J. (1977). Written syntactic complexity and the modes of discourse,paper presented at the April 1977 *Annual Meeting of the* *American Educational Research Association*, New York, NY.

Pessoa, S., Miller, R. T., & Kaufer, D. (2014). Students' challenges and development in the transition to academic writing at an English-medium university in Qatar. *International Review of Applied Linguistics in Language Teaching, 52*(2), 127-156.

Petric, B. (2002). Students' attitudes towards writing and the development of academic writing skills. *The Writing Center Journal*, *22*(2), 9-27.

Phakiti, A., & Li, L. (2011). General academic difficulties and reading and writing difficulties among Asian ESL postgraduate students in TESOL at an Australian university. *RELC Journal, 42*(3), 227-264.

Pickering, L., & Byrd, P. (2008). An investigation of relationships between spoken and written academic English: Lexical bundles in the AWL and in MICASE. In D. Belcher, & A. Hirvela (Eds.), *The Oral/Literate connection: Perspectives on L2 speaking, writing and other media interactions* (pp. 110–132). Ann Arbor, MI: University of Michigan Press.

Pilcher, N., & Richards, K. (2017). What is the ‘academic purpose’ of ‘English’ in ‘English for academic purposes’? In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 2-19)*.* New York, NY: NOVA Science Publishers.

Pillai, A. D., & Ellis, M. (2017). Customisation of academic writing modules for novice researchers in a university in Singapore*.* In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 189-204)*.* New York, NY: NOVA Science Publishers.

Piniel, K., & Csizér, K. (2014). Changes in motivation, anxiety and self-efficacy during the course of an academic writing seminar. In Z. Dörnyei, P. MacIntyre, & A. Henry (Eds.), *Motivational dynamics in language learning,* (pp. 164-194). Bristol: Multilingual Matters.

Plakans, L., & Gebril, A. (2012). A close investigation into source use in integrated second language writing tasks. *Assessing Writing*, *17*(1), 18-34. doi:10.1016/j.asw.2011.09.002

Plum, G.A. & Candlin, C.N. (2002). Becoming a psychologist: Student voices on academic writing in psychology. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 238-266). London, UK: Pearson Education.

Ramanathan, V., & Atkinson, D. (1999). Individualism, academic writing, and ESL writers. *Journal of Second Language Writing*, *8*(1), 45-75.

Reid, J. M. (1992). Helping students write for an academic audience. In P.A. Richard-Amato & M. A. Snow (Eds.), *The multicultural classroom: Reading for content-area teachers* (pp. 210-221). White Plains, NY: Longman.

Reid, J. M. (2008). Myth(s) 9: Students’ myths about academic writing and teaching. In J. M. Reid (Ed.), *Writing myths: Applying second language research to classroom teaching* (pp. 177-201). Ann Arbor: University of Michigan Press.

Reid, J., & Kroll, B. (1995). Designing and assessing effective classroom writing assignments for NES and ESL students. *Journal of Second Language Writing*, *4*(1), 17-41.

Riazantseva, A. (2012). “I ain’t changing anything”: A case study of successful generation 1.5 immigrant college students’ writing. *Journal of English for Academic Purposes, 11*(3), 184-193.

Richardson Bruna, K., Vann, R., & Perales Escudero, M. (2007). What's language got to do with it?: A case study of academic language instruction in a high school “English Learner Science" class. *Journal of English for Academic Purposes, 6*(1), 36-54.

Russell, D. R. (2002). *Writing in the academic disciplines: A curricular history* (2nd ed). Carbondale: Southern Illinois University Press.

Sadeghi, A., Cheraghi, S., Saeed, A., & Everatt, J. (2017). Reading and writing of university students with English as a second language: Linguistic and metalinguistic skills.In L. T. Wong & W. L. H. Wong (Eds.), *Teaching and learning English for academic purposes: Current research and practices* (pp. 104-116)*.* New York, NY: NOVA Science Publishers.

Scarcella, R. (2003). *Academic English: A conceptual framework*. Santa Barbara, CA.: University of California Linguistic Minority Institute.

Schleppegrell, M. J. (2013). The role of metalanguage supporting academic language development. *Language Learning, 63*(Suppl.1), 153-170.

Séror, J (2009). Institutional forces and L2 writing feedback in higher education. *The Canadian Modern Language Review/ la Revue canadienne des langues vivantes*, *66*(2), 203-232.

Shapiro, R. (2015). Separated by a common language: Linguistic relativity in a college composition course. *The CATESOL Journal, 27*(1), 149-162.

Shen, F. (1998). The classroom and the wider culture: Identity as a key to learning English composition. In V. Zamel & R. Spack (Eds.), *Negotiating academic literacies: Teaching and learning across cultures* (pp. 123-133). Mahwah, NJ: Erlbaum.

Shi, L. (2011). Common knowledge, learning and citation practices in university writing. *Research in the Teaching of English, 45*, 308-333.

Shi, L., & Dong, Y. (2015). Graduate writing assignments across faculties in a Canadian University. *Canadian Journal of Higher Education, 45*(3), 123–142.

Shi, L., Fazel, I. & Kowkabi, N. (2018). Paraphrasing to transform knowledge in advanced graduate student writing. *English for Specific Purposes, 51*, 31-44. doi:https://doi.org/10.1016/j.esp.2018.03.001

Shi, L., & Yang, L. (2014). A community of practice of teaching English argumentative writing in a Chinese university. *System, 42*, 133-142.

Shrestha, P. N. (2020). *Dynamic assessment of students' academic writing*. Springer International.

Sidman-Taveau, R., & Karathanos-Aguilar, K. (2015). Academic writing for graduate-level English as a second language students: Experiences in education. *The CATESOL Journal, 27*(1), 27-52.

Silva, T. (1993). Towards an understanding of the distinct nature of L2 writing: The ESL research article and its implications. *TESOL Quarterly,* *27*(4), 657-678.

Singhal, M. (2004). Academic writing and Generation 1.5: Pedagogical goals and instructional issues in the college composition classroom. *The Reading Matrix, 4*(3), 1-13. Retrieved January 4, 2015 from <http://www.readingmatrix.com/archives/archives_vol4_no3.html>

Smoke, T. (1994). Writing as a means of learning. *College ESL, 4*, 1–11.

Snow, C., & Uccelli, P. (2009). The challenge of academic writing. In D. Olson & N. Torrance (Eds.), *The Cambridge handbook of literacy* (pp. 112-133). New York, NY: Cambridge University Press.

Spack, R. (1988). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly*, *22*(1), 29-51.

Spector-Cohen, E., Amdur, L., Barth, I., Sitman, R., & Weinberg, L. (2019). Towards English for academic purposes curriculum reform: Linguistic, educational or political considerations?. In H. Reinders, C. Coombe, A. Littlejohn, & D. Tafazoli (Eds.), *Innovation in language learning and teaching: The case of the Middle East and North Africa* (pp. 153-176). Palgrave Macmillan, Cham.

Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., & Rapp, C. (2019). Digital support for academic writing: A review of technologies and pedagogies. *Computers & Education*, *131*, 33-48.

Sutherland-Smith, W. (2005). Pandora's box: Academic perceptions of student plagiarism in writing. *Journal of English for Academic Purposes*, *4*(1), 83-95.

Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students*. Ann Arbor, MI: University of Michigan.

Taguchi, N., Crawford, W., & Zawodny Wetzel, D. (2013). What linguistic features are indicative of writing quality? A case of argumentative essays in a college composition program. *TESOL Quarterly, 47*(2), 420-430.

Tang, R. (2012). The issue and challenges facing academic writers from ESL/EFL contexts: An overview. In R. Tang (Ed.), *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts* (pp. 1-18). London, UK: Bloombury.

Tang, R., & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first-person pronoun. *English for Specific Purposes*, *18*, S23-S39.

Thomas, W., & Collier, V. (2002). *A national study of school effectiveness for language minority students’ long-term academic achievement.* Santa Cruz CA: Center for Research on Education, Diversity and Excellence. http://www.crede.ucsc.edu/research/llaa/1.1\_final.html

Thompson, G. (2001). Interacting in academic writing: Learning to argue with the reader. *Applied Linguistics*, *22*(1), 58-78.

Thompson, P. (Ed.). (1999). *Academic writing development in higher education: Perspectives, explorations and approaches.* Reading, PA: CALS, The University of Reading.

Tian, J., & Low, G. (2012). To what extent are postgraduate students from China prepared for academic writing needed on UK master's courses? *Language, Culture and Curriculum, 25*(3), 299-319.

Trzeciak, J. (1996). *Cultural factors in English academic writing: The problems of non-native speaker students*. Reading, PA: University of Reading.

Trzeciak, J., & Mackay, S. (1994). *Study and skills for academic writing*. London, UK: Prentice Hall.

Tsao, J., Tseng, W., & Wang, W. (2017). The effects of writing anxiety and motivation on EFL college students’ self-evaluative judgments of corrective feedback. *Psychological Reports, 120*(2), 219-241. Doi: [10.1177/0033294116687123](https://doi.org/10.1177/0033294116687123)

Valdés, G. (2004). The teaching of academic language to minority second language learners. In A. Ball & S. W. Freedman (Eds.), *Bakhtinian perspectives on language, literacy and learning* (pp. 66-98). New York: Cambridge University Press.

Van de Poel, K., & Gasiorek, J. (2012). Effects of an efficacy-focused approach to academic writing on students’ perceptions of themselves as writers. *Journal of English for Academic Purposes, 11*, 294-303. Doi:  [10.1016/j.jeap.2012.07.003](http://dx.doi.org/10.1016/j.jeap.2012.07.003) used for SE

Vickers, C. H. (2006). Grammatical accuracy and learner autonomy in advanced writing. *ELT Journal*, *60*(2), 109-116. doi:10.1093/elt/cci097

Vidaković, I., & Barker, F. (2010). Use of words and multi-word units in skills for life writing examinations. *Cambridge ESOL Research Notes*, *41,* 7-14.

Wakefield, L. (2013). **Development of an English-for-specific-academic-purposes course for music students.** *Hong Kong Journal of Applied Linguistics, 14*(2), 45-59.

Walqui, A., & van Lier, L. (2010). *Scaffolding: The academic success of adolescent English language learners*. San Francisco, CA: WestEd.

Weigle, S. C. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press.

Whai, M. K. G., Wei, W. T., & Man, C. K. (2013). Writing difficulties faced by Politeknik Kuching Sarawak Commerce diploma sutdents in doing their assignments. *The Asian Journal of English Language and Pedagogy*, *1*, 90-101.

Widodo, H. P., & A. Cirocki. (2013). Noticing as a scaffolding strategy for writing academic paragraphs. English Teaching Professional, *88*, 16-18.

Wiltse, E. (2002). Correlates of college students’ use of instructors’ comments. *Journalism and* *Mass Communication Educator, 57*(2), 126-138. Doi: 10.1177/107769580205700203

Williams, J. (2005). *Learning English for academic purposes*. Québec, CA: Pearson Longman.

Winterowd, W. R. (1983). Prolegomenon to pedagogical stylistics. *College Composition and Communication*, *34*(1), 80-90.

Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. *System, 39*, 510-522. Doi: [10.1016/j.system.2011.10.017](https://doi.org/10.1016/j.system.2011.10.017)

Wyatt, M. (2014). Reflections on supervising an in-service English language teacher’s undergraduate dissertation in Oman (on developing writing skills). *International Journal of Language Studies, 8*(3), 1-26.

Wynne, C., Guo, Y., & Wang, S. (2014). Writing anxiety groups: A creative approach for graduate students. *Journal of Creativity in Mental Health,* *9*, 366-379. Doi: [10.1080/15401383.2014.902343](https://doi.org/10.1080/15401383.2014.902343)

Xie, Q. (2017). Diagnosing university students’ academic writing in English: Is cognitive diagnostic modelling the way forward? *Educational Psychology, 37*(1), 26-47. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/01443410.2016.1202900>

Xu, F. (2012). Xuexizhe yingyu xueshuxiezuo geshi guifan de renzhi diaocha baogao [An investigation into learner perceptions of English academic writing formats]. *Foreign Language Education, 34*(2), 56-60.

Yamada, K. (2003). What prevents ESL/EFL writers from avoiding plagiarism?: Analyses of 10 North-American college websites. *System*, *31*(2), 247-258. doi:10.1016/S0346-251X(03)00023-X

Yang, L., & Shi, L. (2003). Exploring six MBA students’ summary writing by introspection. *Journal of English for Academic Purposes*, 165-192.

Yang, L., & Wang, X. (2012). Lunwen ti’an xiezuo wenti yu yingdui celüe—sanming shuoshi yanjiusheng de ge’an yanjiu [Problems and strategies in learning to write a thesis proposal: A case study of three M.A. students]. *Foreign Languages and Their Teaching, 29*(4), 48-52.

Yang, Y., Sun, Y., Chang, P., & Li, Y. (2019). Exploring the relationship between language aptitude, vocabulary size, and EFL graduate students’ L2 writing performance. *TESOL Quarterly, 53*(3), 845-865.

Zhao, C. G. (2020). Chinese EFL Learners’ perceptions of the construct of English academic writing. In R. M. Damerow & K. M. Bailey (Eds.), *Chinese-speaking learners of English: Research, theory, and practice* (pp. 81-95). Routledge and TIRF.

Zhao, C. G., & Llosa, L. (2008). Voice in high-stakes L1 academic writing assessment: Implications for L2 writing instruction. *Assessing Writing, 13*, 153-170.

Zhao, C. G., & Lyu, Y. (in press). Yingyu zhuanye benkesheng dui xueshu yingyu xiezuo de gounian renzhi [English major’s understanding of the construct of EFL academic writing]. *Foreign Language and Their Teaching*. [Accepted manuscript ID: 2018-0196]Zhang, C. (2010). Yingyu xueke ji zhuanye gaige de silu: Zhengming, guben, dingbiaozhun [On the positioning of English as a major and a discipline]. *Foreign Language Teaching and Research, 54*(4), 309-311.