

Bibliography

- Belcher, D. D. (2006). English for Specific Purposes: teaching to perceived needs and imagined futures in worlds of work, study and everyday life. *TESOL Quarterly*, 40(1), 133-156.
- Berwick, R. (1989). Needs assessment in language programming: from theory to practice. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 48-62). Cambridge: Cambridge University Press.
- Brandt, D., & Clinton, K. (2002). Limits of the local: expanding perspectives on literacy as a social practice. *Journal of Literacy Research*, 34, 337-356.
- Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 63-78). Cambridge: Cambridge University Press.
- Brown, H. G. (2001). *Teaching by principles: an interactive approach to language pedagogy (2nd edition)*. Pearson Education: White Plains, N.Y.
- Canagarajah, S. (2002). Multilingual writers and the academic community: towards a critical relationship. *Journal of English for Academic Purposes*, 1(1), 29-44.
- Canale, M. (1983). From communicative competence to language pedagogy. In J. Richards & J. Schmidt (Eds.), *Language and communication* (pp. 2-27). London: Longman.
- Canale, M. (1984). A communicative approach to language proficiency assessment in a minority setting. In C. Rivera (Ed.), *Communicative competence approaches to language proficiency assessment: research and application*. (pp. 107-122). Clevedon: Multilingual Matters.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Canale, M., & Swain, M. (1980a). *A domain description for core FSL: communication skills*. Ontario: Ministry of Education.
- Candlin, C. N. (1989). Language, culture and curriculum. In T. F. McNamara & C. N. Candlin (Eds.), *Language learning and curriculum* (pp. 1-24). Sydney: NCELTR.
- Cremer, P., & Lea, M. R. (1997). *Writing at university: a guide for students*. Buckingham: Open University Press.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, Avon: Multilingual Matters Ltd.
- Cummins, J. (1992). Language proficiency, bilingualism, and academic achievement. In P. A. Richard-Amato & M. A. Snow (Eds.), *The multicultural classroom: readings for content-area teachers* (pp. 16-26). New York: Longman.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario: California Association of Bilingual Education.
- Cummins, J. (2000). *Language, power and pedagogy: bilingual children in the crossfire*. Clevedon: Multilingual Matters.
- Cunningham, S., Moor, P., & with Carr, J. C. (2003). *Cutting edge*. Harlow: Essex: Longman.
- Davison, C. (1996). The multiple meanings of 'literacy' in the TESOL and adult literacy professions: problems of perspective? . *Prospect*, 11(2), 47-57.
- Dubin, F. (1989). Situating literacy within traditions of communicative competence. *Applied Linguistics*, 10(2), 171-181.
- Finney, D. (2002). The ELT curriculum: a flexible model for a changing world. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: an*

- anthology of current practice* (pp. 69-79). Cambridge: Cambridge University Press.
- Gee, J. P. (2004). learning language as a matter of learning social languages within discourses. In M. R. Hawkins (Ed.), *Language learning and teacher education: a sociocultural approach* (pp. 13-31). Clevedon: Multilingual Matters.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: a learning-centred approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2001). Humble servants of the discipline? Self-mention in research articles. *English for Specific Purposes*, 20, 207-226.
- Hyland, K., & Hamp-Lyons, L. (2002). EAP: issues and directions. *Journal of English for Academic Purposes*, 1(1), 1-12.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. London: Penguin.
- Hymes, D. (1977). *Foundations in sociolinguistics: An ethnographic approach*. London: Tavistock Publications.
- Hymes, D. (1994). Towards ethnographies of communication (edited version). In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 11-22). Clevedon: Multilingual Matters in association with Open University.
- Ivanič, R. (1997). *Writing and identity: the discursive construction of identity in academic writing*. Amsterdam: John Benjamins Publishing Company.
- Jenkins, J. (2000). *The phonology of English as an International Language: new models, new norms new goals*. Oxford: Oxford University Press.
- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an International Language. *Applied Linguistics*, 23(1), 83-103.
- Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157-181.
- Kramsch, C. (2002). Introduction: "how can we tell the dancer from the dance?" In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 1-30). London: Continuum.
- Kramsch, C. (2006). From communicative competence to symbolic competence. *The Modern Language Journal*, 90(2), 249-252.
- Kramsch, C. (2007). Language ecology in practice. Implications for foreign language education., conference presentation, *American Association for Applied Linguistics Annual Meeting*. Costa Mesa, CA.
- Lea, M. R. (2004). Academic literacies: a pedagogy for course design. *Studies in Higher Education*, 29(6), 739-756.
- Lea, M. R., & Street, B. V. (1998). Student writing in higher education: an academic literacies approach. *Studies in Higher Education*, 23(2), 157-172.
- Lea, M. R., & Street, B. V. (2006). The 'academic literacies' model: Theory and applications. *Theory Into Practice*, 45(4), 368-377.
- Leung, C. (2005). Convivial communication: recontextualizing communicative competence. *International Journal of Applied Linguistics*, 15(2), 119-144.
- Leung, C. (2007a). Integrating school-aged ESL learners into the mainstream curriculum. In J. Cummins & C. Davison (Eds.), *The international handbook of English language teaching* (pp. 249-269). New York: Springer.
- Leung, C. (2007b). Second language academic literacies: Converging understandings. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (Vol. 2, pp. 143-161). New York: Springer.

- Leung, C., & Safford, K. (2005). Non-traditional students in higher education: EAL and literacies. In B. Street (Ed.), *Literacies across educational contexts* (pp. 303-324). Philadelphia: Caslon Publishers.
- Leung, C., & Lewkowicz, J. (2007). Assessing second/additional language of diverse populations. In E. Shohamy & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (Vol. 7, pp. 301-317). New York: Springer.
- Lillis, T. M. (1999). Whose common sense? Essayist literacy and the institutional practice of mystery. In C. Jones, J. Turner & B. Street (Eds.), *Student writing in university: cultural and epistemological issues*. (pp. 127-147). Amsterdam: John Benjamins.
- Lillis, T. M. (2001). *Student writing: access, regulation, desire*. London: Routledge.
- McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: a teacher's guide (2nd edition)*. Oxford: Blackwell.
- Mohan, B., Leung, C., & Davison, C. (Eds.). (2001). *English as a second language in the mainstream: teaching, learning, and identity*. London: Longman.
- Morrow, K. (1981). Principles of communicative methodology. In K. Johnson & K. Morrow (Eds.), *Communication in the classroom* (pp. 59-66). Harlow, Essex: Longman.
- Nunan, D. (1988). *The learner-centred curriculum: a study in second language teaching*. Cambridge: Cambridge University Press.
- Prodromou, L. (2005). You see; it's sort of tricky for the L2-user: the puzzle of idiomaticity in English as a lingua franca (unpublished PhD). Nottingham: Nottingham University.
- Scarcella, R. (2003). *Academic English: a conceptual framework*: University of California, Irvine.
- Schleppegrell, M. J., & Colombi, M.C. (Eds.). (2002). *Developing advanced literacy in first and second languages: meaning with power*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2), 1-14.
- Street, B. (2005). Introduction: New Literacy Studies and literacies across educational contexts. In B. V. Street (Ed.), *Literacies across educational contexts: mediating learning and teaching* (pp. 1-21). Philadelphia: Caslon Publishing.
- Uvin, J. (1996). Designing workplace ESOL courses for Chinese health-care workers at a Boston nursing home. In K. Graves (Ed.), *Teachers as course developers* (pp. 39-62). Cambridge: Cambridge University Press.
- Wolfson, N. (1990). Intercultural communication and the analysis of conversation. *Working Papers in Educational Linguistics*, 6(2), 1-19.
- Woodward-Kron, R. (2005). The role of genre and embedded genres in tertiary students' writing. *Prospect*, 20(3), 24-41.
- Yalden, J. (1983). *The communicative syllabus: evolution, design and implementation*. Oxford: Pergamon press.