AN ANALYSIS OF RESEARCH IN ENGLISH FOR ACADEMIC PURPOSES

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Thesis Title: An Analysis of Research in English for Academic Purposes

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September 2016

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

AN ANALYSIS OF ENGLISH FOR ACADEMIC PURPOSES RESEARCH

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September 2016

This study reports written content analysis results of published research in the field of English for Academic Purposes. The research questions of this study are: What are the most common journal article types published in the field of EAP? What are the most common topics covered in published journal articles in the EAP research? What are the most common purposes, research methods and main issues employed to research the most common topic in EAP? Articles published in *The Journal of English for Academic Purposes* between the years 2002 and 2014 were analysed using the content analysis technique. The findings showed that, mostly original research articles were written to cover the topic of writing. Majority of the articles employed corpus analysis with the purpose 'to explore'. Further research is recommended to study the published research in the field of English for Academic Purposes.

Key words: *English for Academic Purposes, The Journal of English for Academic Purposes, journal article types*

ÖZET

AKADEMİK AMAÇLAR İÇİN İNGİLİZCE ALANINDAKİ ARAŞTIRMALARIN İNCELENMESİ

Elif Pehlivan

Yüksek Lisans, Eğitim Programları ve Öğretim
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Çalışma, Akademik amaçlar için İngilizce alanında yayınlanmış araştırmaların yazılı içerik analizi sonuçlarını anlatmaktadır. Çalışmanın araştırma soruları: Akademik amaçlar için İngilizce alanında en çok yayınlanan Akademik dergi makalesi türleri nelerdir? Akademik amaçlar için İngilizce araştırmalarında yayınlanan makalelerdeki en yaygın konular nelerdir? Akademik amaçlar için İngilizce alanındaki en yaygın konunun araştırılması için edinilen en yaygın amaçlar, araştırma metotları ve başlıca hususlar nelerdir? Akademik amaçlar için İngilizce dergisinde 2002 ve 2014 yılları arasında yayınlanan makalelere içerik analizi tekniği kullanılarak incelenmiştir. Sonuçlar, araştırma makalelerinin daha çok yazma konusuna değinmek için yazıldığını göstermektedir. Makalelerin büyük bir kısmı derleme analizi kullanarak soruşturmak amacıyla yazılmıştır. Akademik amaçlar için İngilizce alanında yayınlanan araştırmaların çalışılması için daha ileri bir araştırma önerilmektedir.

Anahtar Kelimeler: *Akademik amaçlar için İngilizce, Akademik amaçlar için İngilizce dergisi, akademik dergi makalesi türü*

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CHAPTER 1: INTRODUCTION

Introduction

The focus of the study is to analyse published English for Academic Purposes (EAP) research. The study aims to identify the most common journal article types and to explore the most common topics covered in the published EAP research. The most common purposes, the most common research methods and the most common main issues covered in EAP research which cover the most common topic in the field were also identified in the study. The concepts that are covered in this study are English for Academic Purposes (EAP), English for Specific Purposes (ESP), English for Specific Academic Purposes (ESAP), English for Occupational Purposes (EOP), English as a Second Language (ESL), English as a Foreign Language (EFL), English Language Teaching (ELT) and Content-based instruction (CBI).

This chapter provides introductory information about the conceptual background, purpose, significance of the study and the problem identified for conducting it. The research questions which form the main focus and the aim of the study are also provided in the chapter. Finally, definition of key terms are included in the chapter.

Background

EAP is defined as teaching English with the purpose of studying or conducting research in that language (Flowerdew & Peacock, 2001). According to Jordan (1997), "EAP is concerned with those communication skills in English which are required for the study purposes in formal education systems (p. 1)". He also states that the term EAP was coined by Tim Johns in 1974.

As Jordan (1997) suggests, EAP is one of the branches of English for Specific Purposes (ESP), which is a branch of English with other fields, General Purposes and Social Purposes, along with English for Occupational Purposes (EOP). EAP can be categorised under two headings, ESP and English for General Academic Purposes. ESP can be exemplified with English for Economics while English for General Academic Purposes can be exemplified with English classes covering skills like note-taking, listening or academic writing, which can be applicable across disciplines.

According to Alexander, Argent and Spencer (2008), EAP is goal driven in syllabus while in general ELT, the syllabus is level driven. The main focus of the syllabus of EAP is to get the student where he has to reach. For almost all EAP students, the relevant result is entry to or successful completion of university study. They also believe that in EAP, teachers and students are more equal than in General English Language Teaching, as they both are learning about the academic community.

According to Jordan (1997), EAP takes place in various settings ranging from an entirely English speaking context like the US or the UK to countries where English is not the mother tongue of the citizens.

EAP has become an area of interest for researchers, scholars and teachers all around the world due to international needs. "Another development pushing the expansion and increasing complexity of EAP is a concern with the English-language skills of non-native English speaking academics, especially those working in non-English-language countries where English is used as the medium of instruction, such as Hong Kong and Singapore" (Hyland, 2006, p. 3).

Marginson and van der Wende (2006) suggest that the growing impact of the global environment has become inevitable. Global comparison and benchmarking are key

policy items in educational institutions throughout the world. For these institutions, international operations have become vital for development thanks to the English speaking world. Hence, EAP has been common worldwide due to the internationalisation of education.

The Journal of English for Academic Purposes (JEAP) provides a forum to help practitioners of EAP keep current with developments in the field and to contribute to its updating. The journal also provides a context for the interaction of knowledge and ideas to help practitioners of EAP keep informed about the recent developments in the field (Elsevier, 2013).

According to the information claimed by Elsevier (2013), linguistics, applied linguistics and educational topics are the main fields that the journal covers.

Problem

Academic discourse has been an area of interest of scholars and researchers, and recently it has been an interest for research recently with the academic development. As English has been the language of instruction in the higher levels of education, EAP has been on the agenda of many scholars and researchers. EAP aims to help students to master a high level of English as well as appropriate English, to succeed in learning their subjects through the medium of English in textbooks, lectures, study groups, and so on, and this is a matter of great urgency. Equally, students' succeeding in mastering a high level and appropriate English through an English medium of instruction is a major issue for countries that are trying to lift themselves into economic prominence, or to remain major players on the world economic stage, producing an annual crop of graduates who can function in employment through English (Hyland, & Hamp-Lyons, 2002).

EAP has been an issue of interest for research in the last a few years and the JEAP creates a forum for EAP researchers to share their studies focusing on various aspects of EAP. However, no study analysing the studies on EAP was found. Thus, no study which conducts a systematic content analysis to identify the most common topics of the articles published in the JEAP between the years 2002 and 2014 and the most common purposes, the most common research methods or the most common main issues covered in the articles to research the most common topic was found either. The JEAP forms a major part of the research on EAP and other related fields like EAP or EOP.

This study aims to focus on the research on EAP and related fields that have been published in the JEAP by identifying the most common topics employed in the research published in the field of EAP, by identifying the most common purposes, research methods and main issues covered in the field. This analysis will encompass 16 volumes of the journal published between the years 2002 and 2014.

Purpose

The first purpose of the study is to explore the journal article types in the JEAP between the years 2002 and 2014. The second purpose of the study is to explore and analyse the most common topic in the articles published in the JEAP between the years 2002 and 2014. The last purpose is to identify the most common purposes, the most common research methods, and the most common main issues covered in the articles which research the most common topic. For this purpose, at the first stage, journal article types of the articles published between the years 2002 and 2014 in the JEAP were analysed. Then, the topics covered in 267 articles are identified by analysing the articles published in the journal from the date it started to be published,

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the year 2002, until the year 2014, forming 16 volumes, 54 issues in total, 13 of which are Special Issues (SIs) with a specific focus for each. For the third stage, the purposes, research methods and main issues covered in the articles which cover the most common topic of the analysed data are examined.

Research questions

The five main research questions of this study are:

1. What are the most common journal article types published in the field of EAP?

2. What are the most common topics covered in published journal articles in the EAP research?

3. What are the most common

- purposes
- research methods
- main issues

of the most common topic in EAP research?

Significance

The development of EAP has been notable and research conducted by various researchers has shown that EAP is a relatively new area of interest for researchers all around the world. To start with, no study conducted with the aim of analysing the research in EAP was found. Therefore, the findings of this research are likely to help the researchers interested in the field of EAP and the practitioners of EAP as the study offers a general picture of a short history of EAP research through the analysis of articles published in a significant journal in this field; the JEAP.

"In previously British colonies, in many post-colonial contexts, although multilingualism is the norm, English, the first language of few, continues to dominate in 'official' settings such as government, education and commerce." (Hyland, & Shaw, 2016, p. 84) According to Hyland and Shaw, in such environments, EAP provides meaningful access to higher education for students for whom English is a second language. EAP plays a key role in such situations as it is in Turkey. English has been commonly used as the medium of instruction not only in countries in Europe, but also other countries throughout the world. Turkey, being one of these countries, has had EAP in the higher educational institutions for years. Brazil and Hong Kong can be given as examples of the countries using EAP and English as the medium of instruction in higher education.

This study aims to present a framework for the focus of EAP research and other related fields. It also analyses the fields and topics covered in the articles. The study explores the purposes, research methods and the main issues of the articles which cover the most common topic of the research analysed in the study.

Definition of key terms

The following are the terms used throughout the study. The definitions of the terms are stated in this chapter.

English for Academic Purposes: "English for Academic Purposes is explained as teaching English with the purpose of studying or conducting research in that language" (Flowerdew, & Peacock, 2001, p. 8).

English for Specific Purposes: English for Specific Purposes is an approach which focuses on the aim of the students while learning English or their rationale of

learning English (Huthinson, & Waters, 1987). English for Specific Purposes is teaching English to students with special aims and purposes (Robinson, 1980).

English for Occupational Purposes: "English for Occupational Purposes refers to the specific ways English is used in different work and professional situations" (Koester, 2012, p. 1).

Journal article type: "There are different types of scholarly literature, some of which require original research (categorized as primary literature) and some that are based on other published work (secondary literature)" (Majumder, 2015, para. 2).

Content-based instruction: "Content-based instruction is the integration of a particular content [e.g., math, science, social studies] with second language aims. It refers to the concurrent teaching of academic subject matter and second language skills" (Brinton et al., 1989, p. 2).

Conclusion

This chapter has provided introductory information including a conceptual background with EAP and the JEAP along with brief information on ESP and English for Occupational Purposes. In addition, problem, purpose and significance of the study are provided as well as the research questions and the definition of key terms in this chapter.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This study aims to make an analysis of the published research on EAP. The purpose of this chapter is to provide a background context about the field of EAP and to give prior information about the JEAP. The subtopics to be explored under EAP include the issues closely related to the field such as the definition of EAP, the context of EAP, the development of EAP and the EAP course design. In addition, writing and development of writing especially in the EAP context are explained in the chapter. English for Occupational Purposes (EOP) and English for Specific Purposes (ESP) are also included in this chapter to give brief information about other fields closely related to EAP. Lastly, information about the JEAP will be given including the aim and main topics of the journal as determined by the publisher. In this way, the readers will interpret the journal to be analysed better with the information given about the field that the journal belongs to.

English for academic purposes

EAP is explained as teaching English with the purpose of studying or conducting research in that language. (Flowerdew, & Peacock, 2001). According to Jordan (1997), "EAP is concerned with those communication skills in English which are required for the study purposes in formal education systems" (p. 1).

Gillet (2011) believes that "EAP refers to the language and associated practices that people need in order to undertake study or work in English medium higher

education. The objective of an EAP course, then, is to help these people learn some of the linguistic and cultural – mainly institutional and disciplinary - practices involved in studying or working through the medium of English" (p. 1).

Many researchers believe that EAP is a branch of ESP and thus English Language Teaching (ELT) as ESP is a type of ELT. As Jordan (1997) suggests; EAP is one of the branches of ESP; which is a branch of English with other fields, General Purposes and Social Purposes, along with EOP. EAP is one of the major branches of ESP. EAP can be categorised as English for Specific Academic Purposes (ESAP) and English for General Academic Purposes. ESAP can be exemplified with English for Economics while English for General Academic Purposes can be exemplified with English classes covering skills like note-taking, listening or academic writing. Gillet (2011) believes that EAP is a branch of ELT. According to him, "EAP is often considered to be a branch of ELT. It is a type of ESP in that the teaching content is explicitly matched to the language, practices and study needs of the learners" (p. 1).

Robinson (1991) suggests that ESP is goal driven, ESP learners learn English for their needs in their academic or professional lives and EAP learners are current higher education students or staff members. These students learn English for their future or current academic careers. ESP and EAP courses focus on the needs and aims of the students.

According to Alexander et al. (2008), study skills, particularly cognitive skills like critical thinking are emphasized in teaching EAP, while in general ELT there is little emphasis on study skills and the main focus is on language learning. In EAP, language content is limited to academic discourse and the text choice is based on academic genres.

Gillet (2011) also relates study skills to EAP yet draws attention to their distinction in particular terms. He says,

> There is often discussion whether EAP and study skills mean the same. It is useful to make a distinction between general study skills that are not concerned with language and language study skills that will probably form part of an EAP course. Books available on general study skills usually concentrate on matters such as where to study, time management and developing study habits, although they do often deal with aspects of study skills that involve language such as planning essays and taking notes. These general study skills are not usually the main objective of EAP courses. The main objective of EAP courses is to teach the language, both general academic language and subject specific language as well as language related practices such as summarising and writing introductions. The language of the learners' academic subject and language related study skills will form the main component of the EAP skills classes. (p. 1)

Context of English for academic purposes

The teaching and learning context of EAP is specific as both the environment and the aim and the scope of the courses are different from learning and teaching general English language. As Alexander et al. (2008) suggest, EAP is goal driven. The main focus of any EAP course is to take the students where they have to get. This is because EAP is often related to a specific academic discourse. For most students of EAP, the most significant result is entry to or successful completion of university study. In an EAP context, the roles of the students and teachers are more equal than

The texts and tasks to be covered in EAP classes are chosen from degree study that the students are getting ready for. As academic discourse is quite different from writing or speaking in general English, academic writing takes a significant part in EAP. Robinson (1991) says that EAP includes an attitude to learning and teaching that believes that it is possible and also beneficial to specify what practices are required in that specific academic context. For this reason, EAP courses pay close attention to learners' aims and their fields, what they are studying or going to study. He also suggests that the initial stage of an ESP or EAP course is to find out the reason why the learners are learning English. EAP learners tend to be over 18 and they might be studying in an English medium university or they might be required to take EAP courses as they are researching, publishing or teaching in English. According to Gillet (1991), lecturers or course designers of EAP have the roles of finding out the needs of the learners, what they are required to do in their academic work or courses, and helping and guiding them to do this more sufficiently.

Gillet (2011) believes that writing tasks are the most problematic but also the most necessary practices of EAP as the field and for EAP students. Writing tasks in EAP involve a wide range of genres. He suggests, that there had been a focus on summarising, citation and referencing to avoid plagiarism recently. Students also need to do a large amount of reading, listening and note-taking and these require surveying the text, skimming for gist or general impression. Gillet states that the students also need to scan the text to locate the information required and intensive study of specific sections of the text.

Gillet (2011) also suggests that both reading and listening skills are essential in terms of understanding important points in a text, identifying the main ideas, supporting details, distinguishing unsupported claims from supported claims and following an

argument. In addition to listening and reading, speaking has become important as teaching methods require more group work, making presentations and using notes.

In EAP, main emphasis is on reading and writing skills. Reading is emphasised to help the students to read in a fast and critical way and to understand the status of the text they are reading. Some EAP students might focus on writing for publishing or academic reading (Alexander et al., 2008). The most valuable aspects in student writing in an EAP context are clarity and objectivity.

Development of English for academic purposes

According to Jordan (1997), EAP takes place in various settings ranging from an entirely English speaking context like the US or the UK to countries where English is not the mother tongue of the citizens like Turkey.

As Hyland (2006) suggests, there has been an increasing awareness among both native and non-native English speaking students that they need to assume new roles and interact with knowledge in various ways when they start university. They have challenges in writing or reading in different genres and adapting to a new speaking context. In addition, internationalisation and globalisation of research and education support experiences in EAP and EAP research holds a global context.

Hyland and Hamps-Lyons (2002) suggest as the following:

> The growth of English as the leading language for the dissemination of
> academic knowledge has transformed the educational experiences of
> countless students, who must now gain fluency in the conventions of
> English language academic discourses to understand their disciplines and
> to successfully navigate their learning response of the language teaching

profession to these demands has been the development over the past 25

years of a new field, EAP. This development has taken a number of

different forms and directions, but together these have reshaped the ways

that English language teaching and research are conducted in higher

education. (p. 1)

They also believe that EAP has become a commercial endeavour and an enterprise

around the world due to the programmes designed to help non-native student to

prepare for English medium studies. Moreover, they say that users of English

urgently need to acquire appropriate English as their subjects, textbooks, lectures or

study groups require them.

Hyland and Hamps-Lyons (2002) also indicate that growth of EAP has become

tremendous recently. EAP has grown into an essential programme for the countries

that are trying to improve themselves economically and academically. They state that

the rapid expansion in the number of EAP learners resulted in an expansion in the

number of EAP teachers and "this means that many EAP teachers around the world

are not native speakers of English. The need of non-native speakers are different

from the needs of the native ones. They suggest that "[t]his recognition has led to

new developments in EAP materials and teacher training courses" (p.2).

As Hyland and Hamp-Lyons (2002) indicate, EAP has a large range of levels today

and they suggest as the following:

The modern-day field of EAP addresses the teaching of English in the

academy at all age proficiency levels, and it draws on a range of

interdisciplinary influences for its research methods, theories and

practices. It seeks to provide insights into the structures and meanings of

academic texts, into the demands places by academic contexts on

communicative behaviours, and into the pedagogic practices by which

these behaviours can be developed. (p. 3)

Course design

Both EAP and ESP courses focus on the learners' needs and aims in which they would need to learn English and practice English. Robinson (1991) states that EAP courses pay close attention to learners' aims and their fields, what they are studying or going to study. He also suggests that the initial stage of an ESP or EAP course is to find out the reason why the learners are learning English. Thus, course design of EAP tends to be in accordance with students' needs that the lecturer identifies. Gillet (2011) also suggests, "The main objective of EAP courses is to teach the language, both general academic language and subject specific language as well as language related practices such as summarising and writing introductions" (p. 1).

According to Alexander et al. (2008), a major aim of EAP practice is to help non-native English speakers to become academic 'insiders', meaning becoming a member of their academic community.

They also suggest that the main goal of EAP courses is to make the students of EAP well aware of the academic community. According to them:

The overall aim of an EAP course is to help students towards

membership of their chosen academic community. This requires EAP

course designers to gain a broad understanding of the conventions,

expectations and practices of the target academic communities as well as

the expectations of EAP students. It also requires them to become

familiar with the style and conventions of texts that students are likely to

meet and the language they need to produce in their studies. (p. 80)

Studying academic skills has always taken a big part of the learning process of English for non-native English speakers. To conduct research in English, the learners need to study academic writing, speaking in different contexts or get used to listening to the excerpts from different academic contexts. Jordan (1997) categorises these skills in five; vocabulary development, academic writing, note-taking, speaking for academic purposes and research skills.

The journal of English for academic purposes

The JEAP is a major document in the field of EAP and it includes articles, book reviews, conference reports and academic exchanges. It has been published since 2002 and it has had 49 issues until the end of year 2014.

The JEAP provides a forum for the dissemination and interaction of information and views which enable practitioners of and researchers in EAP to keep current with developments in their field and to contribute to its continued improvement (Elsevier, 2013).

According to Hyland (2002), who is one of the two editors of the JEAP, the JEAP intends to make an increasingly important contribution to the international EAP community, both as a form for the exchange of ideas and in the development of the field through a body of theoretically sophisticated and pedagogically useful representations of academic issues of English.

According to the information by Elsevier (2013), the publisher, main fields that the JEAP focuses on are linguistics, applied linguistics and educational topics. The topics of the JEAP claimed by Elsevier (2013) can be listed as follows; classroom language, teaching methodology, teacher education, assessment of

language, needs analysis, materials development and evaluation, discourse analysis, acquisition studies in EAP contexts, research writing and speaking at all acquisition levels and the socio-politics of English in academic uses and language planning.

English for specific purposes

ESP refers to teaching English specific to students' related professional area. ESP has various definitions and it is closely related to the reason why a student is learning English.

Hutchinson and Waters (1987) define ESP as an approach rather than a product. They believe that ESP does not always include any type of language, teaching material or methodology, yet the most essential function of ESP is the aim of the students in an ESP course, meaning the rationale of learning English is key to ESP. Robinson (1980) has defined ESP as teaching English to students with special aims and purposes. He believes that students' goals may be scientific, academic or professional as students of ESP might have different goals depending on their ages, careers or studies.

Hutchinson and Waters (1987) also suggest that ESP programming has become a marketable service with a growing number of participants who have specific needs for learning English for their fields of work or study. They explain that in the past, the necessity of learning a foreign language was not questioned. Thanks to the growth of English as an international language of business and technology, a new generation was formed who had specific reasons and purposes for learning English. A doctor who needed to follow the latest international medical development or a

businessman who needed to negotiate a contract overseas were included in that generation.

According to Javid (2013), "ESP has grown to become one of the most prominent areas of ELT" (p. 1). Tratnik (2008) states that development of ESP has been shown in the number of publications, conferences and journals dedicated to ESP. Dudley-Evans and St. John (1998) mentions the growing acceptability of ESP by saying that ESP has developed a balance between research and practice and calls it an "essential material and teaching-led movement".

English for occupational purposes

EOP is referred to the way English is taught in occupational situations. Kim (2008) suggests that EOP particularly concerns with adult language acquisition and with aspects of general training for adult learners. Enhancing the workplace performance with special attention to the way adults learn a language to communicate better in workplace-related context is the main purpose of EOP. According to Hutchinson and Waters (1987).

> EOP deals with two areas. English for professional purposes is the first and English for medical purposes can be an example of the field. The second area that EOP deals with is English for vocational purposes and English for prevocational purposes can be an example of a subarea related to that field. On the other hand, EAP deals with English for medical purposes or English for science and technology as main areas related to EAP. (p. 4)

Dudley-Evans and St. John (1998) also include EOP under ESP along with EAP. Their classification suggests that EOP has two divisions, pre-experience EOP and post-experience EOP. They believe that post-experience EOP can also include simultaneous, in other words in-service EOP.

Similar studies analysing ELT publications

No study analysing EAP publications was found during the process of review of related literature. Some of the similar studies found have an ELT linguistic focus. The two studies found conduct similar analyses of ELT publications and have a linguistic focus whereas this study analyses topics, purposes, research methods and issues covered in published research in EAP. Similar studies to this study use qualitative analysis, quantitative analysis or mixed-methods research analysis to conduct corpus analysis or textual analysis.

In a stuydy by Wang and Tu (2014), a mixed-methods design was used including both qualitative and quantitative analyses "to investigate both the various applications of verb tense and the rhetorical structure within journal article abstracts" (p. 3). Quantitative analysis involved corpus analysis to identify the frequency, percentage and concordance of tenses in the texts. Qualitative analysis included text analysis with tense analysis and move analysis. Reported by Wang and Tu, the analysis was conducted to a corpus of 1,000 journal abstracts collected from four prestigious journals related to applied linguistics "to specify the variation in verb tense and rhetorical structure in journal articles" (p. 9).

The next study analysing ELT journal articles used quantitative analysis. Varrayo (2011) examined 15 research articles' results and discussion sections to analyse meta-

text using categories of meta-text. "The study conducted systematic analysis of the difference of three Asian Englishes, Philippine, Taiwanese and Iranian English" (p. 42). The author makes a quantitative comparison of the ESL research articles "representing the Philippine English variety published in the TESOL journal in 2009 and EFL research articles representing both Taiwanese English and Iranian English from Asian journals is 2008 and 2009" (p. 42).

Review of literature also revealed two studies which analysed published journal articles in a similar fashion to this study.

The first study by Salleh, Shukur and Judi (2013) employs a systematic review approach to identify "the important issues in programming teaching and learning research, the methods of research, the kind of tools involved in programming teaching and learning and the level of programming in 45 research papers derived from the ACM digital database between the years 2005 and 2011" (p. 1). The systematic review that the authors use involved several stages. The researchers "[i]dentified research needs and devised a protocol study, built research questions, identified relevant literature by performing search on database based on teaching and learning, selected materials based on inclusive and exclusive criteria, extracted data and evaluated the quality synthesized evidence and interpreted the results and wrote reports" (Salleh, Shukur, & Judi, 2013, p. 3).

The second study by Pawley, Schimph and Nelson (2016) analyses publications and employs similar methods to analyse publications in different fields. The study analyses the gender related research published in *JEE* (The *Research Journal for Engineering Education)* between the years 1998 and 2012. In the study, "content analysis was conducted and scientometric and other classification categories were applied quantitatively" (p. 1). The study consisted of three stages, the researchers "analysed the dominant themes and patterns in the structure of gender research published, how

engineering education research articles incorporated gender theory and research methods from the social sciences and education and they explored the relationships between gender and engineering education" (p. 1).

EAP in Turkish context

Turkey has some universities where English is the medium of instruction. In addition, there are some tertiary institutions which use English as the medium of instruction partially, only in some of their programmes. "The picture that emerges here is that State universities are now mostly mixed Turkish-English medium (T-EMI), with small but equal numbers of English (EMI) and Turkish (TMI) medium universities. Foundation universities are also mostly T-EMI but with no TMI universities" (West, Güven, & et al. 2015, p. 55). According to West, et al. (2015), The Turkey National Needs Assessment study concluded that Turkey is underperforming in the area of ELT at tertiary level and this deficit is because of the inadequacy in teaching of English in primary and secondary levels of education. The state of EAP in Turkey was examined in the study conducted by West, et al. (2015). They state that, in the global context, "Turkey has focused on quantity in recent years by significantly expanding the number and size of its universities" (p. 109). According to West, et al. (2015), English is taught at Turkish universities in a one year prepatory programme and via courses for further support in undergraduate programmes. The EAP curriculum has EGP (English for General Purposes), EGAP (English for General Academic Purposes), mixed EGP and EGAP, ESAP and EOP. They also suggest that English teachers in Turkish universities generally have a good level of English proficiency and two thirds of them have master's degrees.

On the other hand, "a skills-based EAP curriculum remains inadequate in preparing students effectively for the academic requirements" (Kırkgöz, 2009, p.1). According to Kırkgöz (2009), a needs analysis is required and EAP curriculum needs improvement. Önder (2014) also emphasizes the needs in EAP in Turkey and she draws attention to the needs of EAP students studying medicine. "Medical students have expectations of their ESP instructor, they have shortcomings, problems and strategies while learning medical English" (Önder, 2014, p. 35).

Conclusion

This chapter has provided a background context about EAP and prior information on the JEAP. Sub-headings are also included in the chapter such as EAP as the field, the context of EAP, the course design of EAP and the development of the field of EAP. Writing skill and development of writing are other headings that were explained in this chapter as it is a necessary skill for EAP. The fields of EOP and ESP are also included since EAP and they are closely related to one another. Finally the state of EAP in Turkish context is covered.

CHAPTER 3: METHOD

Introduction

The purpose of this study is to analyse published research in the field of EAP. The analysis was conducted using the articles published in the JEAP. Book reviews and forums were excluded purposefully as the study focuses on EAP research. The most common journal article types were identified in the publications in the JEAP between the years 2002 and 2014. The most common topics were identified in the articles and the most common purposes, the most common research methods and the most common main issues covered in the research published in the JEAP which cover the most common topic are identified.

Research design

The study uses content analysis as a qualitative research method to explore EAP research published between the years 2002 and 2014.

The research questions are:

1. What are the most common journal article types published in the field of EAP?

2. What are the most common topics covered in published journal articles in the EAP research?

3. What are the most common

- purposes

- research methods

- main issues

employed to research the most common topic in EAP?

For the research questions to be answered in the study, the articles in the 16 volumes of the JEAP published between the years 2002 and 2014 were analysed. The JEAP is a major publication in the field of EAP as it creates a forum of shared information and ideas of the researchers in the field. The journal creates an environment of interaction and views to help practitioners of EAP to keep informed about the field (Elsevier, 2013). According to Hyland (2002), the JEAP will make an increasing contribution to the international EAP community, both as a forum of ideas and as useful representations of academic issues of English. Taking these facts into consideration, JEAP is an appropriate data source to be analysed in this study.

"Content analysis is a research technique for making replicable and valid inferences from data to their context" (Krippendorff, 1986, p. 21). The study is appropriate for content analysis as the documents are articles published in a journal that is key to the field of EAP, which is the area that the study is conducted and each article chosen for the research is examined as the data.

As Fraenkel and Wallen (2009) suggest, content analysis "is the analysis of the usually, but not necessarily, written contents of communications. Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures or any type of communication can be analysed" (p. 389).

Taking these factors into consideration, content analysis is an appropriate design to use in this research since the study mainly includes the analysis of the articles in the JEAP throughout their publication from the year when the first issue of the journal was published, 2002 to 2014.

Data collection and analysis on EAP was started in October 2014 and continued till April 2016.

Context

The field of EAP forms the context of the study as the JEAP is a forum of published research in that field. The journal that is analysed in this study creates a forum of shared knowledge and views of EAP researchers (Elsevier, 2013). Hyland (2002) states that, the JEAP contributes to the EAP community, both as a forum of ideas and as useful representations of academic issues of English.

Sample

Firstly, purposeful sampling was employed to choose the journal articles published in the JEAP to represent the published EAP research. Main purpose was to find a shared forum of EAP work and ideas. All the articles published between the years 2002 and 2014 except for book reviews and forums were sampled (see Appendix A). The sampling concluded with 54 issues forming 267 articles. 54 issues included 13 Special Issues and each Special issue had a particular theme.

Method of data collection and analysis

For this research, journal articles were used as data sources. Content analysis was conducted to examine the articles. Fraenkel and Wallen (2009) believe, "[i]n content analysis, the researcher must first plan how to select and order the contents that are available for analysis. Pertinent categories must be developed that will allow her to identify what she thinks is important and then compare the presence of these

categories among the various textbooks that the researcher is analysing" (pp. 389-390). They indicate that the nub of content analysis is defining the aspects of the document that is to be investigated in the most precise way. Then the researcher formulates relevant explicit categories precisely so that another researcher who uses them to investigate the same materials would find the same proportion of information either emphasised or ignored. They also say "[a] coding sheet would be prepared afterwards to tally the data in each category followed by the comparison of the units. The units at the coding stage might be words, phrases, sentences, paragraphs, chapters, and test questions" (p. 330).

In this study, the researcher has chosen a journal that is key to the field of EAP, the JEAP, and collected the studies in the field. The analysis consisted of two phases and seven stages as shown in Figure 1. General EAP research was examined in the first phase of the study including four stages which were conducted to find the most common journal article types, themes and topics in published EAP research. In the second phase, the study had a focus on the skill of 'writing' and the fifth, the sixth and the seventh stages of the study were conducted to find the most common purposes, research methods and the main issues covered in the published research with a writing focus.
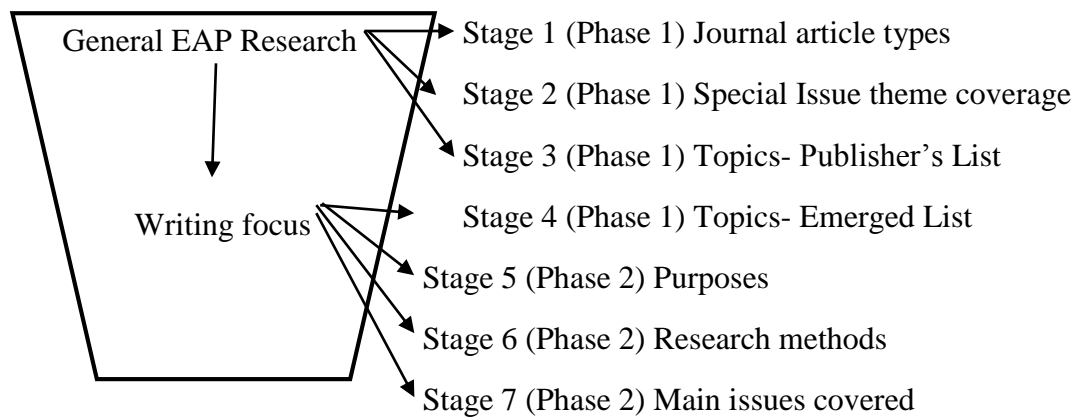
Figure 1. General EAP and writing focus

As shown in Table 1, for each research question to be answered, stages (shown in the first column of the table) were conducted in the study. The first four stages of the analysis were included in the first phase of the study. In this phase, 267 articles published in the JEAP were analysed. The second phase of the study consisted of the next three stages of the analysis and 68 articles published in the JEAP which had a focus on the skill of 'writing' were analysed.

Table 1
Stages of the study

Phase	Stage	Aim of the stage	Number of articles analysed	Research question to be answered
1	1	To identify the most common journal article types	267	1
1	2	To identify the special issues theme coverage	267	2
1	3	To identify the most common topics covered according to the topics claimed by the publisher	267	2
1	4	To identify the most common topics covered according to the emerged list	267	2
2	5	To identify the most common purposes of the articles which cover the most common topic	68	3
2	6	To identify the most common research methods in the articles which cover the most common topic	68	3
2	7	To identify the most common main issues covered in the articles which cover the most common topic	68	3

The first stage of the analysis was conducted to answer the first research question asking to identify the most common journal article types in published EAP research. A table was prepared to record the data gathered from the articles. This initial stage of the analysis took place in the first phase of the study.

In the first stage of the analysis, the journal article types were identified with the help of the framework by Majumder (2015). The articles without any research methodology were recorded as literature review, systematic review or perspective articles depending on their content. Systematic review and literature review articles were identified using the information by Kysh (2013). Kysh (2013) states that systematic review articles are high level overviews of primary question while literature reviews qualitatively summarises evidence on a topic. According to the information given on journal article types by Majumder (2015), there are seven journal article

types, original research articles, literature review articles, systematic review articles, meta-analysis articles, clinical case study articles, clinical trial articles and perspective articles. As the context of the study is EAP, clinical trials and clinical case studies were not included as journal article types in the study. Pre-conducted studies were recorded as meta-analysis articles while the original research articles were the articles conducting primary level analysis. According to Majumder (2015), perspective articles are "essays that present a personal opinion critiquing notions in a field" (para. 8). The journal article types were identified by reading the abstracts of the articles and by skimming the articles with the help of the framework by Majumder (2015) (Table 1, Stage 1).

Table 2 shows a sample of the recorded data of journal article analysis. As Table 2 shows, the table included the year that the articles were published, the name of the article and the journal article type were recorded (Table 2, columns 1, 2 and 3). Some

of the publication years of the articles have SI next to the years in the first column of the table, which means 'Special Issue' and SI articles are the ones published in special issues of the JEAP (Table 2, column 1).

Table 2
Sample of journal articles types

1. Year	2. Name of the Article	3. Article Type
2002	Multilingual writers and the academic cc	Perspective
2002	EAP issues and directions	Literature review
2002	Literacy and disciplinary practices: open	Meta-analysis article
2002	Academic literacy and the non-native sp	Original research article
2002	The growth of EAP in Britain	Original research article
2002	Networking into academic discourse	Original research article
2002	English for Academic possibilities: the re	Original research article
2002	Caravaggio: A design for an interdisciplir	Original research article
2002	The use of interactive input in EAP listen	Original research article
2002	Critical analysis versus description? Exar	Original research article
2002	Towards a model for lecturing in a secor	Original research article
SI 2003	Evaluation in the art-historical research ;	Systematic review
SI 2003	Evaluation in the research article abstrac	Meta-analysis article
SI 2003	Evaluation and promotion across langua;	Meta-analysis article

The second stage of the analysis was conducted to answer the second research question asking to identify the most common topics covered in the published EAP research. It took place in the first phase of the study. At this stage of the analysis, the theme coverage in the articles published in the Special Issues of the JEAP was identified and recorded in a table (Table 1, Stage 2). As shown in Table 3, the articles published in SIs of the JEAP were recorded in the table with the years they were published, the names of the articles, the journal article types and the themes of the articles according to the editorials of the SIs they were published in were recorded in the columns of the table (Table 3, columns 1, 2 and 3). The themes covered in the articles published in the SIs of the JEAP were explored by reading the editorials of the SIs. Each SI had a specific theme and the articles in the same SI covered the same theme (Table 3, column 4).

Table 3

Sample of theme coverage in SI articles

1. Year	2. Name of the Article	3. Article Type	4. Topic		
SI 2004	Contrasting rhetorics/contrasting cultures: w	Systematic review	Rhetorics		
SI 2004	Intercultural rhetoric research: beyond texts	Systematic review	Rhetorics		
SI 2005	Towards a 'pedagogy of connection' in critica	Systematic review	Advanced academic literacy		
SI 2004	Rhetorics and communication media across	Literature review	Rhetorics		
SI 2007	Issues in creating a corpus for EAP pedagogy	Literature review	Corpus approach to EAP		
SI 2008	Scholarly writers who use English as an Addi	Literature review	English for research publication purposes		
SI 2008	Scientific publishing in developing countries:	Literature review	English for research publication purposes		
SI 2009	Strategic, passionate but academic: Am I allc	Literature review	Critical EAP		
SI 2010	Constructing proximity: Relating to readers ii	Literature review	Interpersonal dimension in academic communication		
SI 2011	Academic listening in the 21st century: Revie	Literature review	Second language academic listening		
SI 2011	Self-efficacy and academic listening	Literature review	Second language academic listening		
SI 2011	Assessing listening for academic purposes: D	Literature review	Second language academic listening		
SI 2012	Academic literacies and systemic functional l	Literature review	Contributions from systemic functional linguistics and Academic literacies
SI 2012	Using Academic Literacies and genre-based r	Literature review	Contributions from systemic functional linguistics and Academic literacies

The next stage of the analysis (Table 1, Stage 3) was conducted to answer the second research question asking to identify the most common topics of 267 articles. The third stage was also included in the first phase of the study. This stage of the analysis was conducted to identify the most common topics of articles published in the JEAP according to the claimed list of topics by the publisher, Elsevier (2013). The analysis was conducted with the help of a table. As Table 4 shows, the years that the articles were published, the names of the articles, and the topics of the articles were recorded in the columns of the table. There were three columns of topics as some articles covered more than one topic (Table 4). According to the information given in Elsevier (2013), the publisher, main fields that the journal focuses on are linguistics, applied linguistics and educational topics. The topics in the list claimed by Elsevier (2013), the publisher, can be listed as follows;

- Classroom language

- Teaching methodology

- Teacher education

- Assessment of language

- Needs analysis

- Materials development and evaluation

- Discourse analysis

- Acquisition studies in EAP contexts

- Research writing

- Speaking at all acquisition levels

- The socio-politics of English in academic uses

- Language planning

The topics were identified by the researcher by reading the abstracts of the articles and skimming the articles (Table 1, stage 3). The keywords used by the authors stood out and the topics were identified according to the claimed topics list by the publisher, Elsevier (2013).

Table 4
Sample of topics according to the claimed list by the publisher

1. Year	2. Name of the Article	3. Article Type	4. Topic	5. Topic	6. Topic
2002	The growth of EAP in Britain	Original research article	Teaching methodology	Acq studies in EAP contexts	
2002	Networking into academic dis	Original research article	Teaching methodology		
2002	Caravaggio: A design for an int	Original research article	Teaching methodology		
2002	Towards a model for lecturing	Original research article	Teaching methodology		
2002	Academic literacy and the non	Original research article	Discourse analysis		
2002	Critical analysis versus descrip	Original research article	Discourse analysis		
2002	EAP issues and directions	Literature review	Acq studies in EAP contexts		
2002	The use of interactive input in	Original research article	Acq studies in EAP contexts		
2002	Literacy and disciplinary practi	Meta-analysis	Research writing	Acq studies in EAP contexts	
2002	English for Academic possibilit	Original research article	Research writing		
2002	Multilingual writers and the ac	Perspective	Socio-politics of English in academic uses	Discourse analysis	

The topics identified according to the claimed list of topics by the publisher were coded (Table 1, stage 3). As shown in Table 5, the years that the articles were published, the names of the articles, the journal article types, the topics of the articles according to the claimed list of topics by the publisher and the codes of the topics which were covered in the articles published between the years 2002 and 2014 in the JEAP were recorded (Table 5, columns 1, 2, 3, 4 and 5). The topics in the claimed list by Elsevier (2013) were numbered in the order that they were in the source. Each topic for each article was coded in three more columns in the table (Table 5). As Table 5 shows, the articles which have more than one topic had more than one code.

Table 5
Sample coding of topics according to the claimed list by the publisher

1. Year	2. Name of the Article	3. Article Type	4. Topic	5. Topic	6. Topic	7. Coding	8. Coding	9. Coding
2002	The growth of EAP in B	Original research article	Teaching methodology	Acq studies in EAP contexts		2	8	
2002	Networking into acade	Original research article	Teaching methodology			2		
2002	Caravaggio: A design fo	Original research article	Teaching methodology			2		
2002	Towards a model for le	Original research article	Teaching methodology			2		
2002	Academic literacy and	Original research article	Discourse analysis			7		
2002	Critical analysis versus	Original research article	Discourse analysis			7		
2002	EAP issues and directic	Literature review	Acq studies in EAP contexts			8		
2002	The use of interactive i	Original research article	Acq studies in EAP contexts			8		
2002	Literacy and disciplinar	Meta-analysis	Research writing	Acq studies in EAP contexts		9	8	
2002	English for Academic p	Original research article	Research writing			9	7	
2002	Multilingual writers an	Perspective	Socio-politics of English in academic uses	Discourse analysis		11	7	
2003	EAP or TEAP?	Literature review	Teaching methodology			2		
2003	Assessing the quality c	Original research article	Teaching methodology			2		
2003	Why not give us the fu	Meta-analysis	Assessment of language			4		
2003	The effect and affect o	Original research article	Assessment of language	Socio-politics of English in academic uses		4	11	
2003	Needs analysis for acac	Original research article	Needs analysis			5		
2003	Engaged listenership ir	Original research article	Discourse analysis	Acq studies in EAP contexts		7	8	

At the end of the third stage of the analysis, the frequency of topics claimed by the publisher, Elsevier (2013) was found (Table 1, stage 3). A table was formed to show the frequency of topics. As shown in Table 6, the first column indicates the code of the topic, the second one shows the topic and the other columns with the primary, secondary and tertiary topics of the articles show the number of articles which had the topic as their primary topic, secondary topic, or tertiary topic. The lines without any value indicate that there were no articles which covered that topics as their primary, secondary or tertiary topics. The last column has the total frequency which shows the total number of articles which cover that topic (Table 6, column 6).

Table 6
Sample frequency of topics according to the claimed list by the publisher

	Topics	Topic: first column	Topic: second/ third column	Third column	Total freq.
1	Classroom language	4	1	1	6
2	Teaching methodology	33	10		43
3	Teacher education	5			5
4	Assessment of language	7	1		8
5	Needs analysis	9	3		12
6	Materials development and evaluation	14	5		19

At the next stage of the analysis (Table 1, Stage 4), to answer the second research question asking to identify the most common topics of the articles published between 2002 and 2014 in the JEAP, the articles were analysed. 267 articles were examined

and a table was prepared to record the data. This stage was the last stage which took place in the first phase of the study.

As Table 7 shows, the first column indicates the year that the article was published, the other columns show the name of the article, the journal article type and the topic or topics covered in the article (Table 7). The analysis of topics was conducted by reading the abstracts of the articles and skimming the articles. As the identification of topics was made, no list or framework was used. The process of the prior analysis took a long time as the number of articles analysed was immense. The big picture was formed with the help of the sheet prepared as an examination of 267 articles.

Table 7
Sample of topics according to the claimed list by the publisher

1. Year	2. Name of the Article	3. Article Type	4. Topic
2002	Multilingual writers and the academic co	Perspective	Academic writing; attitude of multilingual English learners towards it and development of their attitude
2002	EAP issues and directions	Literature review	EAP
2002	Literacy and disciplinary practices: open	Meta-analysis article	Writing tasks of students in starting undergraduate and graduate years
2002	Academic literacy and the non-native sp	Original research article	Academic literacy by non-native speaker students studying in the English medium
2002	The growth of EAP in Britain	Original research article	Development of EAP in Britain
2002	Networking into academic discourse	Original research article	ICT use in academic writing classes, the significance of the new ICT forms for the academic writing courses
2002	English for Academic possibilities: the re	Original research article	Genre pedagogy of a research proposal
2002	Caravaggio: A design for an interdiscipli	Original research article	Content-based unit in an EAP/ESP unit
2002	The use of interactive input in EAP listen	Original research article	EAP listening tests; the form of input
2002	Critical analysis versus description? Exar	Original research article	Student writing; critical analysis and description
2002	Towards a model for lecturing in a secon	Original research article	Lecturing in a second language
SI 2003	Evaluation in the art-historical research	Systematic review	Academic discourse in the art-historical research articles
SI 2003	Evaluation in the research article abstra	Meta-analysis article	Research article abstracts in humanities, natural sciences and social sciences
SI 2003	Evaluation and promotion across langua	Meta-analysis article	Rhetoric and specific evaluation in published economic articles from a Danish journal

To identify the most common topics covered in the articles analysed at this stage, topics which were covered in each article were coded (Table 1, stage 4). A table was prepared to code the topics covered in the articles (Table 8). As shown in Table 8, the year that the article was published, the name of the article, the journal article type and the topics of the article were recorded in the table (Table 8, columns 1, 2, 3, and 4). As the topics were examined, the articles were read for three times by the researcher and a list of topics with their codes emerged (see Appendix B). When the articles were analysed for the first time, the list that emerged consisted of headings of topics covered in 267 articles. The headings were numbered in the list and these numbers were called primary level codes by the researcher. As the articles were read for the second time, the secondary level codes emerged and they were more specific

topics. As the articles were examined for the third time, more specific topics emerged

and tertiary level codes were added. As Figure 2 shows, headings of topics were

primary level codes and they were coded as numbers, secondary level codes were

coded as numbers and letters and tertiary level codes were coded as numbers letter

and numbers. The articles which have the same topic or topics had the same codes.

As Table 8 shows, some articles which cover more than one topic had more than one

code and had two, three or four columns indicating the topic codes.
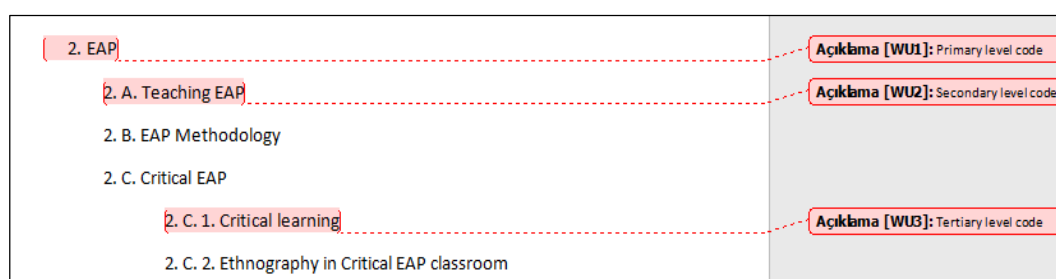
Figure 2. Sample codes of topics

Table 8
Sample coding of topics according to the emerged list

1. Year	2. Name of the Article	3. Article Type	4. Topic	5. Codes	6.Codes	7. Codes	8. Codes
2002	Multilingual writers and the acad	Perspective	Academic writing; attitude of multilingual Engli	4L			
2003	EAP or TEAP?	Literature review	Teaching EAP; methodologies and approaches	2B			
SI 2003	Evaluation in the art-historical re	Systematic review	Academic discourse in the art-historical researe	16D			
2004	Intertextuality in EAP: an African	Literature review	EAP methodology in an African context and its (	2B	2M		
2004	Language as academic purpose	Literature review	Language as academic purpose	2S			
SI 2004	Contrasting rhetorics/contrasting	Systematic review	Contrastive rhetorics and cultural issues	19A			
SI 2004	Intercultural rhetoric research: be	Systematic review	Intercultural rhetorics	19B			
SI 2004	Rhetorics and communication me	Literature review	Cross-cultural rhetorics and communication in r	19C			
2005	Beyond needs analysis: soft syst	Systematic review	Soft systems methodology for collaboration in E	2D			
2005	What do we want EAP teaching n	Systematic review	Teaching materials; textbooks in EAP and their	2E			
2005	Syllabus design for general EAP v	Systematic review	Syllabus design in EAP writing	4M1			
2005	An ecological perspective on con	Systematic review	Content-based instruction	7			
2005	Integrating traditional and critica	Systematic review	EOP course with regards to content-based and	21			
SI 2005	Towards a 'pedagogy of connecti	Systematic review	Pedagogy of connection in critical research edu	2C3			
2006	The persuasive power of prosodi	Perspective	Prosodies in academic writing	4L			
SI 2007	Issues in creating a corpus for EA	Literature review	Creating a corpus for EAP pedagogy and resear	2I			
SI 2008	Scientific publishing in developin	Literature review	Scientific publishing with its challenges in perip	27	18		

To identify the most common topics which were covered in the articles analysed, the

frequency of topics was found (Table 1, stage 4). A table was formed to show the

frequency of topics. Only the primary level codes were recorded in the table. As

Table 9 shows, the first column in the table indicates the code of the topic. The

33

second column shows the topics which had primary level codes. The other columns in the table show the number of articles which have the topic as their primary topic, secondary topic, tertiary topic or quaternary topic (Table 9, columns 1, 2, 3 and 4). The lines without any value indicate that there were no articles which cover that topic as primary, secondary, tertiary or quaternary topics. The last column in the table has the total frequency which shows the total number of articles which cover that topic.

Table 9
Sample frequency of topics according to the emerged list

	Topics	Primary topic	Secondary topic	Tertiary topic	Quaternary topic	Total frequency
1	Academic English	18	1		1	20
2	EAP	32	2	1		35
3	ICT	1				1
4	Writing	63	16	1		75
5	Genre	7	1			8
6	Lecturing	4				4
7	CBI	5				5
8	Cooperative instruction	1				1
9	Speaking	9	1			10
10	Listening	5	1			6

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At the next stage of the analysis (Table 1, Stage 5), to answer the third research question asking to identify the most common purposes to research the most common topics in EAP, the articles which cover the most common topic in 267 articles were analysed. In this stage, the researcher ended the first phase of the study and started with the second phase. There were 75 articles which cover the most common topic among the analysed articles and 68 of them were research articles. A table was prepared to record the purposes of these 68 articles. As Table 10 shows, a table was prepared to record the purposes. The columns had the year that the articles were published, the names of the articles, the journal article types and the purposes of the articles. The main verbs of the purposes were recorded (Table 10, column 5). The purposes of 68 articles were identified as the author of each article used them (Table 10).

Table 10
Sample of purposes

1. Year	2. Name of the article	3. Type of article	4. Purpose	5. Verb
SI 2008	Medical writing at the periphe	Meta-analysis	to evaluate the similarities and divergences betv	evaluate
2011	Multi-draft composing: An iter	Original research article	to introduce the iterative multi-draft model, a re	introduce
2014	Accounting for the great divide	Original research article	to make explicit the 'greatdivide' between analy	make explicit
SI 2013	The development of source us	Original research article	to help fill the gap of research on learning to use	help fill the gap
2013	Academic writing in the busine	Original research article	to support the development of pedagogical prac	support
2012	'I ain't changing anything": A ca	Original research article	to understand the relationship between success	understand
2011	Adverbials of result: Phraseolc	Meta-analysis	to combine the use of corpus techniques with di	combine
2010	Writing in an electronic age: A	Original research article	to answer the questions of how time is allocated	answer
SI 2010	Who's citing whose writings? A	Meta-analysis	to foreground the significance of the geolinguist	foreground
2010	Facilitating writing from source	Original research article	to reflect on and theorise the experience of dev	reflect
2010	Academic discourse in Portuga	Original research article	to gauge whether or not there exists in Portugal	gauge
2009	Reading in preparation for writ	Original research article	to add to the line of inquiry; reading in preparati	add to
SI 2007	Reconciling top-down and bott	Original research article	to show how top-down and bottom-up approach	show
2012	Investigating the relationship l	Original research article	to determine whether differences in academic a	determine
2010	Teaching the academic argume	Original research article	to discuss a teaching/learning methodological ap	discuss
SI 2013	'Why am I paraphrasing?": Und	Original research article	to discuss a study of two mainland Chinese stude	discuss
2005	Dimensions of difference: a co	Original research article	to provide some guidance on preparing students	provide
2010	Publishing and learning writin	Original research article	to provide a framework for understanding the le	provide

To identify the most common purposes of the research articles which cover the most common topics, the purposes of 68 articles were coded (Table 1, stage 5). As shown in Figure 11, the year that the article was published, the name of the article and the journal article type were recorded in a table. The purposes of the articles were also recorded in the table (Table 11). While coding the purposes, main verbs of the purpose statements were taken into account. The fifth column in the table had the purpose verbs and they were coded in the order of their publication years. The purpose verbs were coded as numbers. The articles which have the same verbs in their purposes had the same codes (Table 11, column 6).

Table 11
Sample coding of purposes

1. Year	2. Name of the article	3. Type of article	4. Purpose	5. Verb	6. Purpose Code
SI 2008	Medical writing at the periphe	Meta-analysis	to evaluate the similarities and divergences betv	evaluate	31
2011	Multi-draft composing: An iter	Original research article	to introduce the iterative multi-draft model, a re	introduce	30
2014	Accounting for the great divide	Original research article	to make explicit the 'greatdivide' between analy	make explicit	29
SI 2013	The development of source us	Original research article	to help fill the gap of research on learning to use	help fill the gap	28
2013	Academic writing in the busine	Original research article	to support the development of pedagogical prac	support	27
2012	'I ain't changing anything": A ca	Original research article	to understand the relationship between success	understand	26
2011	Adverbials of result: Phraseolc	Meta-analysis	to combine the use of corpus techniques with di	combine	25
2010	Writing in an electronic age: A	Original research article	to answer the questions of how time is allocated	answer	24
SI 2010	Who's citing whose writings? A	Meta-analysis	to foreground the significance of the geolinguist	foreground	23
2010	Facilitating writing from source	Original research article	to reflect on and theorise the experience of dev	reflect	22
2010	Academic discourse in Portuga	Original research article	to gauge whether or not there exists in Portugal	gauge	21
2009	Reading in preparation for writ	Original research article	to add to the line of inquiry; reading in preparati	add to	20
SI 2007	Reconciling top-down and bott	Original research article	to show how top-down and bottom-up approach	show	19
2012	Investigating the relationship l	Original research article	to determine whether differences in academic a	determine	18
2010	Teaching the academic argume	Original research article	to discuss a teaching/learning methodological ap	discuss	17
SI 2013	'Why am I paraphrasing?": Und	Original research article	to discuss a study of two mainland Chinese stude	discuss	17

At the next stage of the analysis (Table 1, Stage 6), to answer the third research question asking to identify the most common research methods researching the most common topics in EAP, 68 articles which cover the most common topic were analysed. This stage took place in the second phase of the study.

As shown in Table 12, the years the articles were published, the names of the articles, journal article types were recorded in a table (Table 12, columns 1, 2 and 3). The fourth column had the research method of the article. The research methods of the articles analysed were identified by reading the abstracts and the methods sections of the articles. The keywords indicating the method were identified by the researcher while analysing.

Table 12
Sample of research methods

1. Year	2. Name of the article	3. Article type	4. Method
SI 2013	Three ESL students writing a po	Original researcl	Activity theory
2004	Arguing about how the world i	Original researcl	Analysis of argument structure
2012	Argument!' Helping students u	Original researcl	Argumentation definition framework
2014	Exploring the relationships am	Original researcl	Analysis of focal participants
SI 2013	The development of source us	Original researcl	Appraisal theory
2013	Formulaic sequences and EAP	Original researcl	Bundle analysis
2014	Formulaic language in L1 and L	Original researcl	Bundle analysis
2012	'I ain't changing anything": A ca	Original researcl	Case-study
2007	Writing at the graduate level: \	Original researcl	Case-study
2010	Writing in an electronic age: A	Original researcl	Exploratory case study
2013	Novice ESL writers: A longitudi	Original researcl	Longitudinal case study
2012	Effects of an efficacy-focused ã	Original researcl	Single experimental case study
2007	By-products': The added value	Original researcl	Content analysis

To identify the most common research methods in the published research which cover the most common topic, the methods of the articles analysed were coded (Table 1, stage 6). As Table 13 shows, the years the articles were published, the names of the articles, the journal article types and the research methods of the articles were recorded in a table. The research methods were numbered as the methods were analysed in a list (see Appendix C) and the articles were coded according to the list of research methods in the sixth column (Table 13, column 6). Research methods were identified using the wording of the authors of the articles analysed.

Table 13
Sample coding of research methods

1. Year	2. Name of the article	3. Article type	4. Method	6. Method code
SI 2013	Three ESL students writing a p	Original research	Activity theory	1
2004	Arguing about how the world i	Original research	Analysis of argument structure	2
2012	Argument!' Helping students u	Original research	Argumentation definition framework	2
2014	Exploring the relationships am	Original research	Analysis of focal participants	3
SI 2013	The development of source us	Original research	Appraisal theory	4
2013	Formulaic sequences and EAP	Original research	Bundle analysis	5
2014	Formulaic language in L1 and L	Original research	Bundle analysis	5
2012	'I ain't changing anything": A ca	Original research	Case-study	6
2007	Writing at the graduate level: \	Original research	Case-study	6
2010	Writing in an electronic age: A	Original research	Exploratory case study	6
2013	Novice ESL writers: A longitudi	Original research	Longitudinal case study	6
2012	Effects of an efficacy-focused a	Original research	Single experimental case study	6
2007	By-products': The added value	Original research	Content analysis	7
2012	Differences in quality between	Meta-analysis	Content analysis	7
2007	Writing in multi-party compute	Original research	Corpus analysis	8
2007	Rhetorical functions of citatior	Meta-analysis	Corpus analysis of rhetorical function	8
2010	On the use of demonstrative p	Meta-analysis	Corpus investigation	8

At the next stage of the analysis (Table 1, Stage 7), to answer the third research question asking to identify the most common main issues covered in the EAP research which cover the most common topics were analysed. 68 research articles which cover the most common topic were analysed. This stage also took place in the second phase of the study.

As shown in Table 14, the years the articles were published, the names and the journal article types of the articles which cover the most common topics were recorded((Table 14, columns 1, 2 and 3). The fourth column indicates the main issues covered in the articles (Table 14). Main issues covered in 68 articles were identified by skimming the articles and with the help of abstracts.

Table 14

Sample of main issues covered

1. Year	2. Name of the article	3. Article type	4. Main issues covered
2013	Novice ESL writers: A longitudinal case-s	Original research article	Academic writing planning process
2007	Key writing challenges of practice-based	Meta-analysis	Carrying out research in writing, literature reviews
2009	Reading in preparation for writing a PhD	Original research article	Reading to write, thesis writing
2010	Command strategies for balancing respe	Original research article	Descriptive writing, stance in writing, identity in writing
2002	Critical analysis versus description? Exar	Original research article	Critical writing, Descriptive writing
2002	Critical analysis versus description? Exar	Original research article	Critical writing, Descriptive writing
2009	The use of we in a learner corpus of repr	Original research article	Personal and reflective writing
SI 2013	Three ESL students writing a policy pape	Original research article	Source-based writing
SI 2013	'Why am I paraphrasing?': Undergradua	Original research article	Source-based academic writing, paraphrasing
2003	Exploring six MBA students' summary w	Original research article	Disciplinary writing
2009	'This means that...': a linguistic perspect	Original research article	Discipline specific writing
SI 2012	Genres and registers of student report v	Original research article	Genres of academic writing, research report genre, assessment of register in writing
2008	Beyond the academic essay: Discipline-s	Original research article	Discipline specific writing
2010	Academic discourse in Portugal: A whole	Original research article	Genre and discipline based writing, contrastive rhetoric
2014	On the function of stance-neutral formu	Meta-analysis	Thesis writing, discipline specific writing
2010	Facilitating writing from sources: A focu	Original research article	Genre and discipline based writing, writing from sources

To identify the most common main issues covered in 68 articles which cover the most common topic, the articles were analysed according to a conceptual framework of writing, which was the most common topic covered in the articles (Table 1, stage 7). Table 15 shows a sample of the table where the years that the article was published, the journal article types, and the main issues covered in the articles were recorded. Most of the articles have more than one main issue covered. The articles were coded according to the main issues covered (Table 15, columns 5, 6 and 7). The categorization of the main issues covered in these articles (see Appendix D) about the skill of writing is based on the conceptual framework of the skill of writing (Figure 3) as presented in Gillet et al. (2009, p.xxvi).

1. Understanding the writing task

    A. Audience/ Reader

    B. Learning outcomes

    C. Types of writing

2. Overcoming the blank page

    A. Approach of community towards multilingual writers

    B. Advisor-advisee relationship

3. Planning your work

    A. Multi-draft composing

    B. Pre-writing discussions

4. Carrying out research in writing

5. Reading and note-taking

    A. Reading to write
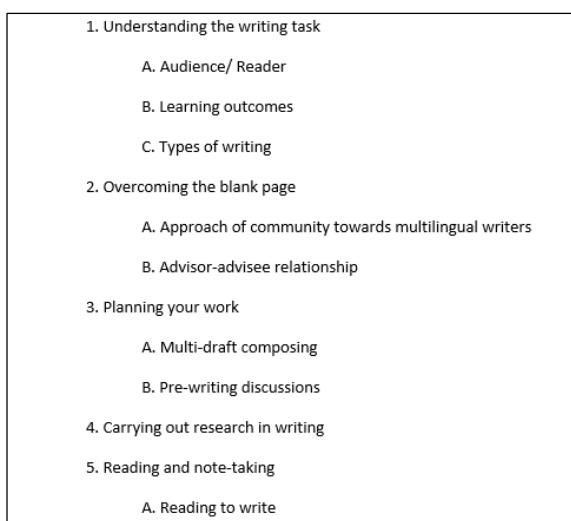
Figure 3. Sample of conceptual framework of the writing skill

Main issues that were recorded in the table were analysed and categorised using this categorization (Table 1, stage 7). Not all the articles had one main issue covered, thus the articles which had more than one main issue covered had two or three codes. The articles which had the same main issue covered had the same codes.

Table 15

Sample coding of main issues covered

1. Year	2. Name of the article	3. Article type	4. Main issues covered	5. M. i. c. Codes	6. M. i. C. Codes	7. M. i. C. Codes
2013	Novice ESL writers: A longitudinal case-:	Original research article	Academic writing planning process	3		
2007	Key writing challenges of practice-base(	Meta-analysis	Carrying out research in writing, literature reviews	4	12C	
2009	Reading in preparation for writing a PhC	Original research article	Reading to write, thesis writing	5	12A	
2010	Command strategies for balancing respe	Original research article	Descriptive writing, stance in writing, identity in writing	7	6A	11B
2002	Critical analysis versus description? Exai	Original research article	Critical writing, Descriptive writing	8	7	
2002	Critical analysis versus description? Exai	Original research article	Critical writing, Descriptive writing	8	7	
2009	The use of we in a learner corpus of rep	Original research article	Personal and reflective writing	9		
SI 2013	Three ESL students writing a policy pape	Original research article	Source-based writing	10		
SI 2013	'Why am I paraphrasing?': Undergradua(	Original research article	Source-based academic writing, paraphrasing	10	10C	
2003	Exploring six MBA students' summary w	Original research article	Disciplinary writing	12		
2009	'This means that...': a linguistic perspect	Original research article	Discipline specific writing	12		
SI 2012	Genres and registers of student report v	Original research article	Genres of academic writing, research report genre, asse	12	12F	6M
2008	Beyond the academic essay: Discipline-:	Original research article	Discipline specific writing	12		
2010	Academic discourse in Portugal: A whol(	Original research article	Genre and discipline based writing, contrastive rhetoric	12	6G	
2014	On the function of stance-neutral formu	Meta-analysis	Thesis writing, discipline specific writing	12	12A	
2010	Facilitating writing from sources: A focu	Original research article	Genre and discipline based writing, writing from source	12	10D	
2005	Pandora's box: academic perceptions of	Original research article	Plagiarism	10A		
2012	Gauging the effectiveness of anti-plagia	Original research article	Plagiarism	10A		
2013	Do journal authors plagiarize? Using pla	Original research article	Plagiarism	10A		
2008	Academic literacy and plagiarism: Conve	Original research article	Plagiarism	10A		
SI 2010	Who's citing whose writings? A corpus b	Meta-analysis	Citation	10B		
2011	Citation practices among non-native exp	Original research article	Citation	10B		

Conclusion

In this chapter, detailed information about the research methodology of the study has been provided. Research design of the study has been included in the chapter as well as the context of the research with samples used in the study. Method of data

collection and analysis included information on collection of data for the study and

the details of the phases and stages followed during the process of the analysis.

CHAPTER 4

Introduction

This chapter presents the results of the findings of data collected from the articles analysed in the study through content analysis. The researcher analysed 267 articles published in the JEAP between the years 2002 and 2014. Below is a summary of the findings of the study (Figure 4). The most common three journal article types, topics, themes, purposes, research methods and main issues of each stage of the analysis are shown with percentages of the frequencies.

WRITTEN CONTENT RESULTS

1) Journal article types

Original research articles: 72%
Meta-analysis articles: 16%
Literature review articles: 6%

Topics of original research, meta-analysis, literature review, systematic review and perspective articles

2) Theme coverage in SI articles

Writing related themes: 24%

Evaluation: 11%

Contributions from systemic
functional linguistics and
academic literacy: 10%

3) Topics according to the claimed list by the publisher

Discourse analysis: 48%
Research writing: 30%
Acquisition studies in EAP contexts: 18%

4) Topics according to the emerged list

Writing: 28%

EAP: 12%

Analysis of articles: 8%

Original research and meta-analysis articles which cover writing

5) Purposes

to explore: 18%, to examine: 10%

to report: 10%

6) Research methods

Corpus analysis: 16%, discourse
analysis: 9%, genre analysis: 9%

7) Main issues cover

Genre and discipline specific writing: 53%

Features of language in academic writing: 26%

Working with other people's ideas: 15%

Figure 4. Written content results of the JEAP

First, the journal article types were recorded using the framework by Majumder (2015) and the most common journal article types were identified. At the next stage, the themes covered in the articles published in SIs of the JEAP between the years 2002 and 2014 were identified. At the third next stage of the analysis, the most common topics of 267 articles analysed were identified according to the claimed list of topics by the publisher, Elsevier (2013). Later, the topics of the articles were identified according to the emerged list and the most frequently covered topics were found. At the next stage of the analysis, the most common purposes of 68 articles which cover the most common topics and conduct research were identified. Later, the most common research methods of these articles were found. At the last stage, the most common main issues which were covered in 68 articles were identified according to the conceptual writing framework by Gillet et al. (2009).

Journal article types in the JEAP

267 articles were analysed and recorded to identify the most common journal article types published in the EAP context (see Appendix E). The articles analysed in the study and published in the JEAP between the years 2002 and 2014 were original research, meta-analysis, literature review, systematic review and perspective articles. The number of articles of each journal article type was recorded in Table 16. The first column indicates the journal article type, the second column indicates the number of articles which were recorded as that journal article type and the third column indicates the percentage of the journal article type among 267 articles analysed. As Table 16 shows, original research articles were the most common type among 267 articles anlaysed in the JEAP. There were 191 original research articles and they formed 72% of the articles. Perspective articles were the least common journal article type forming 1% of 267 articles.

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Table 16

Categorisation of journal article types

Article Type	Number of articles	Percentage
Original research article	191	72%
Meta-analysis article	44	16%
Literature review article	17	6%
Systematic review articles	12	4%
Perspective articles	3	1%

Nine of the articles examined were written by Turkish authors and six of them were original research articles while three of them were meta-analysis articles.

Topics in the JEAP

267 original research, meta-analysis, literature review, systematic review and perspective articles published between the years 2002 and 2014 in the JEAP were analysed to identify the most common topics in the EAP context. First, the coverage of themes in SI articles were analysed. Later, the most common topics covered in the articles were analysed according to the claimed list by the publisher, Elsevier (2013). Lastly, the most common topics covered in the articles were analysed according to an emerged list.

Theme coverage in SI articles in the JEAP

At the second stage of the analysis, the theme coverage in 267 original research, meta-analysis, literature review, systematic review and perspective articles published in SIs in the JEAP between the years 2002 and 2014 were analysed and recorded (see Appendix E). As shown in Table 17, there were 12 SIs published between the years 2002 and 2014. In 2002, there was no SI. 62 research, meta-analysis, literature

review, systematic review and perspective articles were published in these SIs, forming 23% of 267 articles analysed in the study. The themes of the issues were recorded as they were stated by the authors in the JEAP (Table 17, column 2). The third column of the table indicates the number of articles in each SI. The SI which had the most articles was published in 2003 and the theme of the issue was evaluation. SI articles covering evaluation theme formed 11% of the articles published in SIs. Contributions from systemic functional linguistics and academic literacy and source use in academic writing were the themes covered in the SIs which had six articles published. Rhetorics, advanced academic literacy, CBI, corpus approach to EAP, English for research publication purposes, critical EAP and interpersonal dimension in academic communication were the themes covered in the SIs which had five articles published. Writing for publication and source use in academic writing were the themes of the SIs which had four articles. Three of the themes, English for research publication purposes, source use in academic writing and writing for publication, were writing-related themes covered in the SIs published in the JEAP. The articles covering writing related themes formed 24% of all the SI articles analysed in the study. Over the years that the SIs were published and analysed in the study, no theme recurred and the SIs analysed in the study were published for more than a decade. Although some are related to one another, each theme was different. There were no articles written by Turkish authors published in SIs.

Table 17

Frequency of SI theme coverage

Year	Theme	Number of articles	Percentage
SI 2003	Evaluation	7	11%
SI 2004	Rhetorics	5	8%
SI 2005	Advanced academic literacy	5	8%
SI 2006	CBI	5	8%
SI 2007	Corpus approach to EAP	5	8%
SI 2008	English for research publication purposes	5	8%
SI 2009	Critical EAP	5	8%
SI 2010	Interpersonal dimension in academic communication	5	8%
SI 2011	Second language academic listening	4	6%
SI 2012	Contributions from systemic functional linguistics and Academic literacy	6	10%
SI 2013	Source use in academic writing	6	10%
SI 2014	Writing for publication	4	6%

Topics covered in the JEAP according to the claimed list of topics by the publisher

The most common topics of 267 original research, meta-analysis, literature review, systematic review and perspective articles were identified by the researcher in the third stage of the analysis using the claimed list of topics by the publisher, Elsevier (2013). The claimed list of topics has 12 topics with no subtopics and it was used to identify the most frequently covered topic of 267 articles published in the JEAP between the years 2002 and 2014.

The topics of the journal claimed by the publisher, Elsevier (2013), can be listed as follows.

- Classroom language

- Teaching methodology

- Teacher education

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- Assessment of language

- Needs analysis

- Materials development and evaluation

- Discourse analysis

- Acquisition studies in EAP contexts

- Research writing

- Speaking at all acquisition levels

- The socio-politics of English in academic uses

- Language planning

A table was prepared to record the topics of 267 original research, meta-analysis, literature review, systematic review and perspective articles published in the JEAP (see Appendix G). A table was prepared to show the frequency of the topics according to the claimed list of topics by the publisher (Table 18). The first column indicates the code of the topic while the second column shows the topic. The next three columns indicate the number of articles which cover the topic as their primary, secondary or tertiary topics (Table 18, columns 3, 4 and 5). The sixth column shows the total number of articles which cover the topic and the last column shows the percentage of articles which cover the topic.

As Table 18 shows, discourse analysis was the most common topic covered in 267 articles analysed in the study and formed 48% of the articles. Discourse analysis was the most common topic and it was covered as the only or the primary topic of 96 articles and it was the topic that was the secondary topic in 30 articles while it was the tertiary topic of only one article. Out of nine articles written by Turkish authors, one article written by a Turkish author covered discourse analysis as its topic according to the list claimed by the publisher. Articles which cover discourse

analysis cover the topic in various contexts such as texts, research or speeches in terms of their features like linguistics, concordances, specific words used or rhetorics. The numbers in the first column shows the order of the topics in the claimed list by the publisher. The topics were listed as they were listed in the claimed list and they were ordered according to their frequency. As shown in Table 18, research writing was the second most common topic in the analysed articles. Seventy-eight articles, meaning 29% of the articles had research writing as their topics. 53 of all articles analysed had research writing as their only or the primary topic while 25 of all articles analysed had it as their secondary topic. Forty-nine of the articles analysed in the study had acquisition studies in EAP contexts which made it the third most frequent topic in 267 articles. Eighteen of the articles had acquisition studies in EAP contexts as their topics. The articles which covered that topic mostly had the four skills of English in their content. Teaching methodology was the fourth most frequent topic among the articles analysed in the study and 16% of the articles had it as their topics. The other topics, classroom language, teacher education, assessment of language, needs analysis, materials evaluation and development, speaking at all acquisition levels, socio-politics of English in academic uses and language planning were the other topics which were covered in less than 20 articles.

Table 18

Frequency of topics according to the claimed list by the publisher

	Topics	Primary topic	Secondary topic	Tertiary topic	Total frequency	Percentage
7	Discourse analysis	96	30	1	127	48%
1	Research writing	53	25		78	30%
8	Acquisition studies in EAP contexts	27	22		49	18%
2	Teaching methodology	33	10		43	16%
6	Materials development and evaluation	14	5		19	7%
10	Speaking at all acquisition levels	7	6	1	14	5%
5	Needs analysis	9	3		12	4%
11	Socio-politics of English in academic uses	7	2		9	3%
4	Assessment of language	7	1		8	3%
1	Classroom language	5	1		6	2%
12	Language planning	5	1		6	2%
3	Teacher education	5			5	2%

Topics covered in the JEAP according to the emerged list

At the next stage of the analysis of topics covered in the articles, the original

research, meta-analysis, literature review, systematic review and perspective articles

published between the years 2002 and 2014 in the JEAP were analysed and recorded

(see Appendix H) according to the emerged list (see Appendix B). The emerged list

had 35 primary level codes, 126 secondary level codes and 15 tertiary level codes in

total. Academic English was a primary level code and it was covered in the articles

focusing on level based academic English, disciplinary literacy or academic literacy,

collocation in academic English, choices of language in academic English or other

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sub-topics related to academic English. EAP, another primary level code, referred to the field itself and topics related directly to the field. Four skills of English, writing, speaking, reading and listening were primary level codes and the articles which covered the skills focused on topics related to them in various ways, such as academic reading, writing, listening or reading and the stages of the skills. Genre was another primary level topic and it referred to topics like genre pedagogy, awareness or specific genres of texts. International EAP learners or students was a primary level code focusing on the needs, experiences or perceptions of the learners. Most articles covering international students included the students' views or products. Grammar, linguistics, rhetorics or discourse were other primary level codes and they were covered in the articles which focus on features of different types of texts. Assessment, which was another primary level code, was a topic covered in the articles focusing on types of assessment.

The frequency of topics covered in the articles was identified using only the topics which had primary level codes. As shown in Table 19, the first column indicates the code of the topic and the second shows the topic. The next four columns indicate the number of articles which cover the topic as their primary, secondary, tertiary or quaternary topics (Table 19 columns 3, 4, 5 and 6). The sixth column shows the total number of articles which cover the topic and the last column shows the percentage of articles which cover the topic in 267 articles (Table 19, column 7).

As Table 19 indicates, writing was the most common topic covered in 267 articles analysed in the study. 28% of the articles covered writing as their topics. Writing was covered in three articles which were written by Turkish authors. EAP was the second most common topic and 12% of the articles covered EAPAs one article can have more than one topic and it might overlap with other articles, the percentages and the

frequencies of articles do not make up to 267 articles. The least common topics are

ICT, cooperative instruction, peer seminar, EOP, meaning, relationship between the

advisor and advisee, critical attitude, English as Additional Language, ESP and

specialist language.

Table 19
Frequency of topics according to the emerged list

Number	Topics	Primary topic	Secondary topic	Tertiary topic	Quaternary topic	Total freq.	Percent.
4	Writing	63	16	1		75	28%
2	EAP	32	2	1		33	12%
11	Analysis of articles	20	3			23	8.5%
1	Academic English	18	1		1	19	7%
22	Grammar	11	3	3		13	5%
14	International EAP speakers	9	3			9	3%
9	Speaking	9	1			9	3%
29	Reading	10	1			10	3%
24	Theses	9	1			10	3%
16	Discourse	7	2			9	3%
5	Genre	7	1			8	3%
18	Scientific English	7	1			8	3%
19	Rhetorics	6	2			8	3%
27	Academic Publication	7				7	3%
10	Listening	5	1			6	2%
20	Linguistics	4	2			6	2%
7	CBI	5				5	2%
6	Lecturing	4				4	1%
13	Web-based instruction	4				4	1%

Table 19 (Cont'd)
Frequency of topics according to the emerged list

28	Materials development	3	1	4	1%
33	Assessment	3	1	4	1%
12	Peer review	3		3	1%
15	Evaluation	2		2	1%
25	Conducting research	2		2	1%
26	TESOL	1	1	2	1%
3	ICT	1		1	0.5%
8	Cooperative instruction	1		1	0.5%
17	Peer seminar	1		1	0.5%
21	EOP	1		1	0.5%
23	Meaning	1		1	0.5%
30	Relationship between thesis advisor and advisee	1		1	0.5%
31	Critical attitude	1		1	0.5%
32	English as Additional Language	1		1	0.5%
34	ESP	1		1	0.5%
35	Specialist language	1		1	0.5%

The most common topic: Writing. As Table 19 shows, 75 articles covered writing topics and five of these articles had two writing-related titles as their topics, that is why the code of writing was used 78 times in coding, but 75 articles covered writing and had writing as their codes. Eleven of these articles covered writing as their secondary or tertiary topics. Writing had 17 other related topics under it and 65

articles included the articles that had writing-related topics (see Appendix B).

Considering the frequency of the topics, 25 % had writing as their topics among all the

articles analysed in the first phase (Table 19). This showed that almost a quarter of the

articles published in the issues of the JEAP between the years 2002 and 2014 covered

writing and writing was the most frequently covered topic by the researchers of EAP

and had their articles published in those years in the JEAP.

As Table 20 shows, writing topic had 21 secondary level codes. Other primary level

codes had less secondary level codes. Academic writing was the most common

secondary level code under the topic of writing and 27 articles covered academic

writing as their topics. Academic writing had a tertiary level code, quality. Four

articles covered quality as their topics. The other secondary level codes were covered

in five or less than five articles. Writing in EAP was covered in four articles and it had

two tertiary level codes, syllabus writing and post-graduate EAP writing. Each tertiary

level code was covered in one article.

Table 20
Frequency of secondary and tertiary level codes in writing articles

Secondary level codes	Frequency	Tertiary level codes	Frequency	Tertiary level codes	Frequency	Total Frequency
4A. IELTS writing	2					2
4B. University writing	5					5
4C. Plagiarism in writing	3					3
4D. Textbooks	1					1
4E. Literacy	1					1
4F. Writings in computer conferences	1					1
4G. Citation	5					5
4H. Writing in graduate courses	2					2
4I. ESL writing	1					1
4J. Thesis writing	4					4
4K. Concordancing	1					1
4L. Academic writing	27	4L1. Quality	4			31
4M. Writing in EAP	4	4M1. Syllabus writing	1	4M2. Post-graduate EAP writing	1	6
4N. TOEFL IBT writing	1					1
4O. Formulaic language	1					1
4P. Student writing	3					3
4Q. Writing in ESAP	5					5
4R. Research/ Journal article writing	3					3
4S. Writing and technology	1					1
4T. Impromptu writing	1					1

Original research and meta-analysis articles which cover writing

At the next stage of the analysis, 68 research and meta-analysis articles which covered

writing as a result of the analysis of topics according to the emerged list of topics were

analysed. These articles were marked with an asterix in the list prepared by the author which has 267 articles analysed in the first phase of the study (see Appendix A). Out of 75 articles which cover writing, 68 were original research and meta-analysis articles and they were analysed in terms of their purposes, research methods and main issues covered. Three of these articles were written by Turkish authors. Frequency for each category was found.

Purposes of original research and meta-analysis articles which cover writing

The most common purposes of the 68 original research and meta-analysis articles which cover writing were identified and recorded (see Appendix I). As shown in Table 21, there were 33 purpose verbs and the first column of the table indicates the code of the purpose. The second column has the verb used while coding. The next column has the number of articles having the verbs in its purpose (Table 21, column 3) and the last column shows the percentage of the number of articles in 68 writing articles analysed.

As Table 21 shows, 'explore' was the most frequently used verb which was used in the purpose statements of the articles which cover writing. None of the articles which had 'explore' as their purpose was written by Turkish authors. 17% of the articles had 'explore' as the main verbs in their purpose statements. 'Examine' was the second most common verb and seven articles had 'examine' as the verbs used in the purpose statements. 'Report' and 'investigate' were the third and fourth most common verbs used in the purposes in analysed writing articles. There were 20 verbs that were used only once as the purpose verbs among 68 articles

Table 21
Frequency of purposes

Code	Purpose	Frequency	Percentage
2	explore	11	16%
1	examine	7	10%
4	report	7	10%
3	investigate	6	9%
5	describe	4	6%
11	compare	3	4%
6	present	2	3%
7	analyse	2	3%
9	focus	2	3%
17	discuss	2	3%
16	provide	2	3%
8	identify	1	1%
12	assess	1	1%
13	consider	1	1%
14	contribute	1	1%
15	discover	1	1%
10	illustrate	1	1%
18	determine	1	1%
20	add to	1	1%
21	gauge	1	1%
19	show	1	1%
22	reflect	1	1%
23	foreground	1	1%
24	answer	1	1%
25	combine	1	1%
26	understand	1	1%
27	support	1	1%
18	help fill the gap	1	1%
19	make explicit	1	1%
30	introduce	1	1%
31	evaluate	1	1%

Research methods of original research and meta-analysis articles which cover writing

The most common research methods in 68 original research and meta-analysis

articles which cover writing and were published between the years 2002 and 2014 in

the JEAP were identified and recorded (see Appendix J). Table 22 shows the frequency of research methods in the articles which cover writing. The first column of the table shows the code of the method, the second column shows the research method and the third column shows the number of articles which have that research method conducted in their research. The last column shows the percentage of the number of articles having the research method among 68 articles.

As shown in Table 22, corpus analysis was the most common research method among the writing articles analysed in the study. Eleven articles out of all the articles which cover writing had corpus analysis as their research methods and one article which had two methods had corpus analysis as its secondary research method. One of these articles was written by a Turkish author. Thus, corpus analysis was the most common research method used in writing articles analysed in this study. 18% of the articles employed corpus or corpora in their analyses. Genre analysis and discourse analysis were the second most common research methods as six articles used discourse analysis and six articles used genre analysis. 17 articles had research methods that were used only in one article.

Table 22

Frequency of research methods

Code	Research methodology	Frequency	Percentage
8	Corpus analysis	11+1	18%
12	Discourse analysis	6	9%
15	Genre analysis	6	9%
6	Case study	5	7%
14	Functionalist analysis	5	7%
24	Qualitative analysis	4	6%
20	Iterative analysis	2	3%
25	Qualitative and quantitative analysis	2	3%
28	Textual analysis	2	3%
2	Argument analysis	2	3%
29	Theoretical analysis	2	3%
7	Content analysis	2	3%
5	Bundle analysis	2	3%
13	Exploration of perceptions	1	1%
16	Grounded theory approach	1	1%
17	Hypothesised developmental progression index	1	1%
18	Integrated research methodology	1	1%
19	Investigating through listening	1	1%
21	Linguistic and intertextual analysis	1	1%
22	Longitudinal analysis	1	1%
23	Mixed-methods study	1	1%
26	Qualitative and textual analysis	1	1%
27	Rhetorical investigation	1	1%
30	Thinking aloud protocol	1	1%
10	Diagnostic assessment	1	1%
1	Activity theory	1	1%
11	Descriptive language assessment	1	1%
4	Appraisal theory	1	1%
3	Focal participants analysis	1	1%

Main issues covered in original research and meta-analysis articles which cover writing

The original research and meta-analysis articles which cover writing published between the years 2002 and 2014 in the JEAP were analysed and recorded in terms of the main issues covered in their content (see Appendix J).

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As shown in Table 23, genre and discipline specific writing was the most common main issue covered in 68 articles. As Table 23 shows, there were 34 articles which had genre and discipline specific writing, 53 % of the articles covered that issue in their content. None of these articles covering genre and discipline specific writing was written by Turkish authors. The frequencies recorded in the table show the total frequency for each main issue, covering the first, second and third columns in the table which is the analysis of main issues and the codes of them. The second most common main issue in the analysed articles which cover writing was features of language in academic writing as there were 26 articles analysing linguistics, grammar, rhetorics or other language features of academic writing texts and formed 26% of 68 articles. The third most common main issue covered in the articles was working with other people's ideas which refer to articles focusing on citations, plagiarism, source-based writing or paraphrasing and these articles were 15% of all of them. Ten writing articles out of 75 covered working with other people's ideas. The other main issues were covered in either six or less than six articles.

Table 23

Frequency of main issues covered

Code	Main issues covered	Frequency	Percentage
12	Genre and discipline specific writing	36	53%
6	Features of language in academic writing	18	26%
10	Working with other people's ideas and voices	10	15%
8	Critical writing	6	9%
1	Understanding the writing task	5	7%
3	Planning your work	3	4%
7	Descriptive writing	3	4%
9	Personal and reflective writing	2	3%
11	Finding your own voice in writing	2	3%
2	Overcoming the blank page	1	1%
13	Presenting your work	1	1%
4	Carrying out research in writing	1	1%
5	Reading and note-taking	1	1%
14	Feedback	1	1%

Conclusion

The chapter has provided the results of the study which involved seven stages.

Original research, meta-analysis, literature review, systematic review and perspective

articles published in the JEAP between the years 2002 and 2014 were analysed in

terms of the journal article types and the most frequent topics. Original research

articles and meta-analysis articles which covered writing were analysed in order to

identify the most common purposes, the most common research methods and the

most common main issues covered. Three research questions in the study were

answered in the chapter and the summary results for analysis of the JEAP including

the answers of the research questions of the study are presented below in Figure 3.

CHAPTER 5: DISCUSSION

Introduction

In this chapter, firstly, an overview of the study is presented. Then, the major findings are reiterated and discussed. A summary of the findings can also be found in Figure 4 (Chapter 4, page 45) with the percentages of the findings of the study. Finally, implications for further research, implications for practice and the limitations of the stuy are presented in this chapter.

Overview of the study

The current study was conducted to analyse the published EAP research. To identify the most common journal article type in published EAP research, the original research articles, meta-analysis articles, literature review, systematic review and perspective articles published between the years 2002 and 2014 in the JEAP were analysed. 267 articles were analysed in terms of the journal article types using the framework by Majumder (2015). The number of each journal article type and the most common journal article type were identified. At the next stage of the analysis, to identify the most common topics covered in published EAP research, 267 articles were analysed. The themes covered in 267 articles published in SIs of the JEAP were identified. The number of SIs published in the JEAP, the number of articles in each SI, their themes and the most common themes were found.

At the third stage of the analysis, the most common topics of 267 articles were identified according to the claimed list of topics by the publisher, Elsevier (2013). Next, the most common topics of 267 articles were identified according to the emerged list. At the next stage, the original research and meta-analysis articles which cover the most common topic were analysed to identify the most common purpose to research the most common topic in EAP. The most common purposes of 68 articles were identified. At the next stage, the original research and meta-analysis articles which cover the most common topic were analysed to identify the most common research method employed to research the most common topic in EAP. The most common research methods of 68 articles were identified. Lastly, the original research and meta-analysis articles which cover the most common topic were analysed to identify the most common main issues covered in the research of the most common topic in EAP. The most common main issues covered in 68 articles were identified using a conceptual writing framework by Gillet et al. (2009).

Major findings

Content analysis was used to conduct the analysis of the JEAP in the study. The articles published between the years 2002 and 2014 in the JEAP were used as data. Three research questions were answered through the analysis.

The most common journal article types in published EAP research

To identify the journal article types, articles published in the JEAP between the years 2002 and 2014 were analysed using the framework by Majumder (2015). The articles were

- Original research articles

- Meta-analysis articles

- Literature review articles

- Systematic review articles

- Perspective articles

The most common journal article type was identified as original research article, which are the articles conducting primary level analysis. The journal article types were balanced throughout the issues of the JEAP. This shows that, most EAP researchers have preferred conducting primary level analyses rather than conducting meta-analyses, making literature reviews, systematic reviews or writing perspective articles in the recent years. The predominance of original research articles in the published articles in the JEAP is expected considering the growth in EAP research.

The most common topics in published EAP research

To identify the most common topics covered in published EAP research, original research, meta-analysis, literature review, systematic review and perspective articles published in the JEAP between the years 2002 and 2014 were analysed.

62 articles published in the SIs of the JEAP between the years 2003 and 2014 were analysed as there were no SI in 2002. The SI published in 2003 had the highest number of articles, and the theme of the SI in 2003 was evaluation. However, there were three writing related themes covered in three different SIs although no theme recurred over the years that the SIs were published. The themes related to writing referred to specific themes and they were

- Source-based writing

- English for research publication purposes

- Writing for publication

Three SIs which had a writing related theme had 15 articles published in total.

To identify the most common topics in 267 articles, the articles were analysed according to the claimed list of topics by the publisher, Elsevier (2013). The most common topic covered in the articles was discourse analysis. Articles which covered discourse analysis cover the topic in various contexts such as texts, research or speeches in terms of their features like linguistics, concordances, specific words used or rhetorics. According to the claimed list of topics by the publisher, Elsevier (2013), there were twelve topics covered in the JEAP, however, most of the articles analysed in the study covered discourse analysis and there were not as many articles which cover teaching methodology or acquisition studies in EAP contexts as the ones which cover discourse analysis. Among other topics in the claimed list by the publisher, there were assessment of language, socio-politics of English in academic uses and language planning. Less than ten articles in 267 articles analysed covered these topics. Thus, the list of topics claimed by the publisher tends to be unbalanced throughout the journal articles.

The articles were also analysed to identify the most common topics according to a list emerged via content analysis, and writing was identified as the most common topic covered in these 267 articles. As stated in Chapter 2, writing is a vital skill in EAP course. Both EAP native and non-native students have challenges in becoming competent writers in academia. EAP research has focused on writing and the findings at this stage of the analysis show this as well. Academic writing forms a significant part of an EAP student's learning process. An evaluation made about a piece of academic writing is part of the whole process of judging his learning (Gillet et al., 2009, p.2). As Chandrasoma suggests, (2010) student writing is needed to meet the assessment criteria of a course of study that lead to a graduate or postgraduate study at

a university or an educational institute. As the number of international students rise in various countries, skills that non-native students are required to achieve in English gain importance. Hyland (2009) suggests that internationalisation and globalisation of research and education support experiences in EAP and EAP research holds a global context. The most common topic covered in published EAP research was identified as writing and the most common themes covered in the articles published in the SIs were also writing related themes. These findings are in line with what is discussed in relevant literature.

The most common purposes to research the most common topics in EAP

To identify the most common purpose to research the most common topics in the published EAP research, 68 original research and meta-analysis articles which cover writing, the most common topic, were analysed. Findings show that 'to explore' was the most frequently used purpose verb by the authors of writing articles of the JEAP between the years 2002 and 2014. The purpose of most writing articles analysed was to explore writing as a product. However, there were not as many articles as the ones analysing writing as a process. For instance, some articles explore the linguistic features of texts analysing the written texts produced. Although the concept of teaching writing in an EAP setting includes the process of writing how to write, and the process of producing the piece of writing in an environment where there are at least two major agents, the teacher and the learner, there is no emphasis of these aspects in the articles published. That is rather than the process of writing and its agents, writing as a product is mainly produced.

The most common research methods employed to research the most common topics in EAP

To identify the most common research methods employed in the research of the most common topic, 68 articles were analysed and corpus analysis was identified as the most common research method. In the original research and meta-analysis articles, most of the researchers of EAP conducted corpus analysis. Findings support that corpus analysis is commonly used in original research and meta-analysis articles which cover writing. Corpus-based research conducted in the articles analysed corpora consisting of various forms and genres of writing which were written in advance by researchers, students or scholars. Although one would expect more teaching related studies or studies analysing academic instruction practically, there were more studies conducting corpus-based research. This shows that not much practical study was conducted to research writing in EAP. Teaching forms a significant part in EAP, thus, the process involving the students and the teacher is a major part of writing in EAP. However, the product, which is the corpus being analysed, was examined in most of the articles. Despite its important place in the EAP literature, there is very little emphasis on it. In ESL or EFL, developing writing skills is vital for second language learners since they are required to be competent writers. According to Hyland (2003), competence to write successfully in English requires grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Odell (1981) suggests that competence in writing requires more skills than not making spelling, punctuation or capitalisation errors. According to him, the notion of competence encompasses communicative skills that are being fluent, syntactic and creative at writing. They are all manageable skills for both teachers and evaluators.

The development of academic writing can be challenging. Hu (2007) suggests that most novice writers face the need of systemic guidance and well-designed instruction to acquire academic writing competence.

According to Gillet et al. (2009), whatever your level of study, academic writing requires being critical. In an academic writing context, showing understanding and knowledge of theory, demonstrating knowledge of previous work on the subject, considering different points of view, using reason, coming to a unique conclusion, using his own voice and not accepting ideas which have not been analysed are essential for an author to be critical.

Reid (2001) believe that the students' previous writing instruction experiences and future writing needs should be considered when it comes to curricular development. Writing curriculum is designed once a clear understanding of the participants' experiences and needs of writing occur.

Hu (2007) also says that writing curriculum development efforts provide an invaluable convenience for EAP practitioners, materials writers for effective curricular practices. These efforts can also contribute to the development of EAP in terms of academic writing needs in higher education.

The most common main issues covered in the research of the most common topic in EAP

To identify the most common main issues covered in the research of the most common topic in EAP, original articles and meta-analysis articles which covered writing were analysed using a conceptual framework of writing by Gillet et al. (2009). Genre and discipline specific writing was identified as the most common main issue covered in the writing articles. As the articles analysed were published in an EAP journal, that the most common main issue covered in the articles was genre

and discipline specific writing was not surprising. This suggests that there were more studies based on existing corpus and that corpus analysis was the most common research method employed to explore the most common topic covered in published EAP research once more. This particular finding shows that the research methodologies employed do not explore the practical aspects of EAP writing but are based on written corpus, particularly analysing the product in terms of genre and the specific discipline to which it belongs. Writing has a very important place in teaching EAP, therefore, the teaching process of writing in academic instruction is significant. This finding of the study is consistent with relevant EAP literature which clearly specifies writing as one of the main ways that humans communicate with each other. According to Gillet, Hammond and Martala (2009), there are various types of writing and academic writing is one of them. The fact that differs academic writing from other types is the audience, meaning the reader. Gillet (2011) says, "Academic writing is a social practice. By a social practice it is meant that it is what people do together. This means that the writer always writes with a readership in mind. He always writes with a purpose: to explain, to persuade etc. It also means that what is right and wrong, appropriate or inappropriate is defined by the users in the social community. In this case these are other students, lecturers or examiners" (p. 1). In academic writing, the reader might be a lecturer, or a peer of a student. Whoever the reader is, the piece of work is assessed formally to evaluate the quality of writing (Gillet, Hammond & Martala, 2009).

The predominant aim of an EAP writing course is to help the participants of the course develop an adequate level of academic writing competence (Reid, 2001). According to Gillet (2011), EAP students are required to have knowledge of different text types, features of a wide range of genres, linking words, signposting expressions and appropriate style. In addition, students also need to know various strategies that they can use in comprehending written and oral texts and also producing essays.

As Schultz (2006) states, "[a]cademic literacy is often used as academic writing by the researchers recently" (p. 366). Grabe and Kaplan (1996) define literacy as encoding and decoding discourse and manipulating the linguistic features of writing. They also believe that literacy shows that academic writing is not only a single set of cognitive skills but it is also a set of socially contextualised practices.

Academic writing forms a big part of an EAP student's learning process. An evaluation made about a piece of academic writing is part of the whole process of judging his learning (Gillet et al., 2009).

According to Farahzad and Emam (2010), reading comprehension and writing are the oldest and the most viable skills among all skills. Becoming a good writer goes hand in hand with being a good reader. That is why being a competent writer requires being a good reader and one that aims at becoming a competent writer should develop his reading comprehension. Zhao and Hirvela (2015) also suggest that source-based writing is the central focus of academic writing courses. They believe, "Source-based writing is central to academic writing course especially those operating within the EAP mode that dominates second language writing instruction. Such L2 courses tend to place an emphasis on the idea of reading for writing, which is the central act underlying source-based writing and EAP literacy and the key domain in their efforts to address reading and writing connections" (p. 1).

Writing skill is one of the major skills that an EFL or ESL student is required to achieve. As Chandrasoma (2010) suggests, student writing is needed to meet the assessment criteria of a course of study that lead to a graduate or postgraduate study at a university or an educational institute. It is a skill that necessitates production and the students of EAP need to develop the way they produce their knowledge using the information and practice they get at the EAP courses.

Implications for practice

The study presents findings which EAP practitioners can use in teaching, designing courses or writing course materials. EAP is explained as teaching English with the purpose of studying or conducting research in that language. (Flowerdew, & Peacock, 2001). For the learners of EAP to be competent learners or researchers in their fields with the medium of English instruction, this study can be used as a source to guide them in EAP courses and EAP educators and curriculum designers can use the study in tertiary institutions.

As the study suggests that original research articles were the most common journal article types in EAP, EAP practitioners can design their courses keeping in mind that EAP research mostly incudes studies conducting primary level analyses and they can emphasize research writing in their course designs and syllabi.

The findings showed that writing was the most common topic covered in published EAP research, thus, EAP practitioners can design their courses accordingly and they can encourage their students to be competent writers as non-native students tend to have challenges in academic writing. As Gillet (2009) suggests, academic writing forms a big part of an EAP student's learning process. An evaluation made about a piece of academic writing is part of the whole process of judging his learning. Reid also emphasizes the importance of the writing skill in EAP. The predominant aim of an EAP writing course is to help the participants of the course develop an adequate level of academic writing competence (2001). Educators in EAP and the curriculum designers can use this study to design the writing courses.

Moreover, the most common main issue covered in the published EAP research was identified as genre and discipline specific writing in the study and it is directly

related to EAP and reinforces that ESAP writing is desired in EAP. Thus, EAP practitioners can include tasks and activities which cover genre and discipline specific writing in their courses to help the EAP learners become competent writers in their fields. This finding of the study can be used by curriculum designers as well as the instructors of EAP as genre and discipline specific writing has a big part in published EAP research.

The publisher of the JEAP, Elsevier, can also use this study as it presents findings which cover the most common journal article types, the most common topics, the most common purposes, the most common research methods and the most common main issues covered in the articles published in the JEAP.

Implications for further research

This study examined the JEAP publications between the years 2002 and 2014. With the recent development in the field of EAP, the study aims at contributing to the relevant literature in terms of studies analysing EAP publications.

The current study can be used as source by the researchers of EAP since the study presents a framework of the articles published between the years 2002 and 2014 in the most prominent academic publication of EAP research, the JEAP. Using the findings of the study, EAP researchers can easily find information regarding the focus of topics, purposes, research methods and main issues covered in EAP articles can be used easily as the JEAP is a major publication in the field of EAP.

This study reinforces the notion that writing is a major topic in EAP as the most common topic covered in the articles analysed was also found to be writing. Writing skill is one of the major skills that an EFL or ESL student is required to achieve. As

Chandrasoma (2010) suggests, student writing is needed to meet the assessment criteria of a course of study that lead to a graduate or postgraduate study at a university or an educational institute. Thus, EAP writing forms a big part of the competence of the learners of EAP. For further research, more types of writing such as book reviews and research reports which cover writing in EAP can be analysed.

The study includes the EAP related research published in only one prominent journal, the JEAP. Further research can be conducted to explore other EAP related articles published in other English language teaching related journals.

Using the findings of this study, the JEAP can be further analysed. More publications in the following years can be added to the analysis and a comparative study could be conducted so that the focus of the JEAP can be compared according to time.

For further research, other writings such as book reviews, forums and editorials could be added to the analysis which would make the study directly based on the JEAP or EAP publications in general, not only research articles published in the field of EAP.

The study also suggests implications for further EAP research in Turkey. Although the scope of the study did not cover the analysis of EAP research conducted in Turkey, the findings suggest that there is limited EAP studies conducted and published in this context. Therefore, EAP research needs to be encouraged in Turkey. More research on the successful implementation of the EAP programs in Turkey could be studied and published. Second, needs analysis studies could be conducted in the field of EAP in Turkey to improve the EAP instruction at the tertiary level in the country.

Limitations

A major limitation of this study is that other articles that may have been published in other valuable language teaching journals that may have big contributions to the field are excluded. The study analyses only the articles published in the JEAP. Although it would be considered as a big contribution to the field of EAP and the concepts related to EAP, the study itself is limited to the analysis of this specific journal. Moreover, as the purpose of the study is to identify the journal article types, to explore and identify the most common topics covered in published EAP research and to identify the most common purposes, the most common research methods and the most common main issues covered in the research covering the most common topic, the other types of publications in the JEAP, such as book reviews, editorials and forums are excluded. This can be a limitation for forming a thorough analysis of the journal even though book reviews and forums cover a little part of the journal. Lastly, because of time restrictions, the study analysed the articles published in the JEAP between the years 2002 and 2014 although the study continued until 2016.

Conclusion

In this chapter, the major findings of the study were reiterated as well as presenting the research questions and the stages conducted to answer the research questions. Further implications for research using this study was discussed. Then, the limitations of the study were discussed followed by the implications for practice in the field of EAP.

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APPENDIX A: The JEAP Articles Used in the Study

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APPENDIX B: Emerged Coding List of Topics

1. Academic English

   1. A. Academic Literacy

      1. A. 1. Self-Reflection

   1. B. Academic legal English

   1. C. Stance in Academic language

   1. D. Academic instruction

   1. E. Academic interaction

   1. F. Academic phraseology

   1. G. Academic collocation

   1. H. Language choice

2. EAP

   2. A. Teaching EAP

   2. B. EAP Methodology

   2. C. Critical EAP

      2. C. 1. Critical learning

      2. C. 2. Ethnography in Critical EAP classroom

   2. D. Collaboration in EAP

   2. E. Materials in EAP

   2. F. Vocabulary

      2. F. 1. Academic vocabulary

   2. G. Collocation

   2. H. Technicality

   2. I. EAP Pedagogy

   2. J. EAP Curricula

   2. K. EAP texts

   2. L. Gender issues in EAP classroom

   2. M. EAP development

   2. N. Teacher beliefs in EAP

   2. O. Theme in EAP

APPENDIX C: Research Methods Coding List

1. Activity theory

2. Argument analysis

3. Focal participants analysis

4. Appraisal theory

5. Bundle analysis

6. Case study

7. Content analysis

8. Corpus analysis

9. Data tabulation analysis

10. Descriptive method

11. Diagnostic language assessment

12. Discourse analysis

13. Exploration of perceptions

14. Functionalist analysis

15. Genre analysis

16. Grounded theory approach

17. Hypothesised developmental progression index

18. Integrated research methodology

19. Investigation though listening

20. Iterative model

21. Linguistic and intertextual analysis

22. Longitudinal analysis

23. Mixed method study

24. Qualitative analysis

25. Qualitative and quantitative analysis

26. Qualitative and textual analysis

27. Rhetorical investigation

28. Text analysis

29. Theoretical framework

30. Thinking aloud protocol

APPENDIX D: Main Issues Covered Coding List

1. Understanding the writing task

    A. Audience/ Reader

    B. Learning outcomes

    C. Types of writing

2. Overcoming the blank page

    A. Approach of community towards multilingual writers

    B. Advisor-advisee relationship

3. Planning your work

    A. Multi-draft composing

    B. Pre-writing discussions

4. Carrying out research in writing

5. Reading and note-taking

    A. Reading to write

6. Features of language in academic writing

    A. Stance

    B. Linking adverbials

    C. Conditional clauses

    D. The pronoun 'it'

    E. First person pronouns

    F. Concordancing

    G. Rhetorical functions

    H. Lexico-grammatical patterns

    I. Shell nouns

    J. Prosodies

    K. Lexical bundles

    L. Coherence in writing

    M. Formulaicity in academic writing

    N. Noun phrases

    O. Demonstrative pronouns

P. Discourse segment types

7. Descriptive writing

8. Critical writing

      A. Argumentative writing

9. Personal and reflective writing

      A. Creativity

10. Working with other people's ideas and voices

      A. Plagiarism

      B. Citation

      C. Paraphrasing

11. Finding your own voice in writing

      A. Student voice

      B. Identity in writing

12. Genre and discipline specific writing

      A. Thesis writing

      B. Academic journalese

      C. Literature review

      D. Medical writing

      E. IELTS writing

      F. Research report writing

      G. Business writing

      H. TOEFL IBT writing

      I. Writing EAP syllabus design

      J. Film analysis writing

13. Presenting your work

      A. Using pen and paper

      B. Computer-based writing

14. Feedback

15. Editing work

APPENDIX E: Journal Article Types

	1. Year	2. Name of the Article	3. Article Type
1	2002	Multilingual writers and the acade	Perspective
2	2002	EAP issues and directions	Literature review
3	2002	Literacy and disciplinary practices: o	Meta-analysis article
4	2002	Academic literacy and the non-nati	Original research article
5	2002	The growth of EAP in Britain	Original research article
6	2002	Networking into academic discours	Original research article
7	2002	English for Academic possibilities: t	Original research article
8	2002	Caravaggio: A design for an interdis	Original research article
9	2002	The use of interactive input in EAP l	Original research article
10	2002	Critical analysis versus description?	Original research article
11	2002	Towards a model for lecturing in a s	Original research article
12	2003	EAP or TEAP?	Literature review
13	2003	Why not give us the full story?': fun	Meta-analysis article
14	2003	Needs analysis for academic legal E	Original research article
15	2003	Dilemmas of cooperative learning a	Original research article
16	2003	Text structuring metadiscouse, into	Original research article
17	2003	Aspects of theme in the method an	Original research article
18	2003	The effect and affect of peer revie	Original research article
19	2003	Assessing the quality of biased web	Original research article
20	2003	Engaged listenership in spoken aca	Original research article
21	2003	The social and cultural life of non-n	Original research article
22	2003	Exploring six MBA students' summa	Original research article
23	2003	Does talking with peers help learni	Original research article
24	2003	So what happens when the tutor w	Original research article
25	2004	Intertextuality in EAP: an African co	Literature review
26	2004	Language as academic purpose	Literature review
27	2004	Discourse features of the student-p	Meta-analysis article
28	2004	Learning to critique EAP	Original research article
29	2004	Arguing about how the world is or h	Original research article
30	2004	Discourse communities' and 'writin	Original research article
31	2004	Creativity, students' academic writi	Original research article
32	2004	Attitude, certainty and allusions to	Original research article
33	2004	Investigating the classroom applicat	Original research article
34	2004	The peer seminar, a spoken researc	Original research article
35	2004	The role of English in scientific com	Original research article
36	2004	Interactive discourse structuring in	Original research article
37	2004	Knock-on effects of mode-change o	Original research article
38	2005	Beyond needs analysis: soft system	Systematic review

39	2005	What do we want EAP teaching mat	Systematic review
40	2005	Syllabus design for general EAP writ	Systematic review
41	2005	An ecological perspective on conte	Systematic review
42	2005	Integrating traditional and critical a	Systematic review
43	2005	The structure of PhD conclusion cha	Meta-analysis article
44	2005	Thinking about thinking: Integrating	Original research article
45	2005	Vocabulary knowledge differences	Original research article
46	2005	Dimensions of difference: a compar	Original research article
47	2005	Pandora's box: academic perceptio	Original research article
48	2005	From analysis to pedagogic applicat	Original research article
49	2005	Hedging: an exploratory study of au	Original research article
50	2005	Arguing linguistics: corpus investiga	Original research article
51	2005	Pattern and meaning across genres	Original research article
52	2005	Writing the qualitative dissertation:	Original research article
53	2006	The persuasive power of prosodies:	Perspective
54	2006	Cultural and disciplinary variation i	Meta-analysis article
55	2006	'The writing of this thesis was a pro	Meta-analysis article
56	2006	Rhetorical moves in TESOL conferen	Meta-analysis article
57	2006	Rhetorical strategies in engineering	Meta-analysis article
58	2006	Stance in spoken and written unive	Original research article
59	2006	Academic talk in American universit	Original research article
60	2006	Developing Chinese scientists' skill	Original research article
61	2006	Evaluative review in materials deve	Original research article
62	2006	Negotiating socioacademic relation	Original research article
63	2006	Perceptions of the difficulties of po	Original research article
64	2006	Pre-reading materials from subject	Original research article
65	2006	Assessing and reporting performan	Original research article
66	2007	Rhetorical functions of citations in	Meta-analysis article
67	2007	Key writing challenges of practice-b	Meta-analysis article
68	2007	English and French journal abstracts	Meta-analysis article
69	2007	I-we focus on…': Across-cultural ana	Meta-analysis article
70	2007	The use of engagement sources in h	Meta-analysis article
71	2007	'Maybe the communication betwee	Meta-analysis article
72	2007	Collocation and technicality in EAP	Original research article
73	2007	Tensions between textbook pedag	Original research article
74	2007	Writing in multi-party computer co	Original research article
75	2007	Writing at the graduate level: What	Original research article
76	2007	By-products': The added value of ac	Original research article
77	2007	Occluded academic genres: An anal	Original research article
78	2007	What enhances EFL students' partici	Original research article
79	2007	Why EAP is necessary: A survey of H	Original research article
80	2007	What's language got to do with it?:	Original research article
81	2008	Cognitive genre structures in Meth	Meta-analysis article
82	2008	Building consensus in science: Reso	Meta-analysis article
83	2008	Evaluative language in peer review	Meta-analysis article
84	2008	Multilingual scholars' participation i	Meta-analysis article

85	2008	A study of critical attitude across En	Meta-analysis article
86	2008	Identifying academic language nee	Meta-analysis article
87	2008	A discourse analysis of master's the	Meta-analysis article
88	2008	Scaffolding academic literacy with i	Original research article
89	2008	Shell nouns as cohesive devices in	Original research article
90	2008	Beyond the academic essay: Discipli	Original research article
91	2008	Academic literacy and plagiarism: C	Original research article
92	2008	Developing a profile of the ESP nee	Original research article
93	2008	More than just jargon- the nature a	Original research article
94	2008	If-conditionals in medical discourse	Original research article
95	2008	Investigating the reading-to-write c	Original research article
96	2009	When there is no perfect text: Appr	Systematic review
97	2009	Commenting on results in publishe	Meta-analysis article
98	2009	The impact of an EAP course on pos	Original research article
99	2009	Moderating top-down policy impact	Original research article
100	2009	The genre of syllabus in higher edu	Original research article
101	2009	Informational packaging, level of fo	Original research article
102	2009	English for research purposes at the	Original research article
103	2009	International engagement versus lo	Original research article
104	2009	PhD topic arrangement in 'Discours	Original research article
105	2009	English academic style manuals: A s	Original research article
106	2009	The English definite article: What E	Original research article
107	2009	Reading in preparation for writing a	Original research article
108	2009	The role of reading strategies in int	Original research article
109	2009	EAP reading and lexis for Thai engin	Original research article
110	2009	The use of we in a learner corpus of	Original research article
111	2009	'This means that…": a linguistic pers	Original research article
112	2010	Challenging stereotypes about acad	Systematic review
113	2010	Guiding principles for language ass	Systematic review
114	2010	Research article introductions in Ch	Meta-analysis article
115	2010	Commenting on research results in	Meta-analysis article
116	2010	On the use of demonstrative prono	Meta-analysis article
117	2010	Is this a stupid question? Internatio	Original research article
118	2010	Changing international student and	Original research article
119	2010	Students' perspectives of an EAP pa	Original research article
120	2010	Theology lectures as lexical environ	Original research article
121	2010	Command strategies for balancing r	Original research article
122	2010	Academic discourse in Portugal: A	Original research article
123	2010	Teaching the academic argument in	Original research article
124	2010	Textual and discoursal resources us	Original research article
125	2010	Facilitating writing from sources: A	Original research article
126	2010	Publishing and learning writing for	Original research article
127	2010	The impact of the medium of instru	Original research article
128	2010	Writing in an electronic age: A case	Original research article
129	2011	Concordancing in L2 writing tasks: A	Literature review
130	2011	Rhetorical differences in RA introdu	Meta-analysis article

131	2011	Adverbials of result: Phraseology a	Meta-analysis article
132	2011	Citation practices among non-nativ	Original research article
133	2011	Multi-draft composing: An iterative	Original research article
134	2011	Taking an effective authorial stance	Original research article
135	2011	From genre awareness to cross-gen	Original research article
136	2011	The frequency and the function of j	Original research article
137	2011	Promoting reflection in science, tec	Original research article
138	2011	Teaching mathematics and science i	Original research article
139	2011	ESL reading textbooks vs. university	Original research article
140	2011	Is what I need what I want? Reconc	Original research article
141	2011	The impact of EAP study on the aca	Original research article
142	2011	English-medium masters' program	Original research article
143	2011	Examiners' reports on theses: Feed	Original research article
144	2011	Teachers' decision-making processe	Original research article
145	2012	A genre-based investigation of disc	Meta-analysis article
146	2012	How do writers establish research n	Meta-analysis article
147	2012	Differences in quality between Thai	Meta-analysis article
148	2012	Exploring teacher beliefs in teachin	Original research article
149	2012	Theme choice in EAP and media lan	Original research article
150	2012	Argument!' Helping students under	Original research article
151	2012	'I ain't changing anything": A case-st	Original research article
152	2012	Gauging the effectiveness of anti-pl	Original research article
153	2012	Effects of an efficacy-focused appro	Original research article
154	2012	Laughter in university lectures	Original research article
155	2012	What they highlight is…: The discou	Original research article
156	2012	Preparing history teachers to work	Original research article
157	2012	Vague language in conference abstr	Original research article
158	2012	She has received many honours': Id	Original research article
159	2012	Use of Google Scholar in corpus-dri	Original research article
160	2012	Metadiscourse repertoire of L1 Man	Original research article
161	2012	Rhetorical structure and linguistic f	Original research article
162	2012	An exploration of planning for Engli	Original research article
163	2012	Linking adverbials in academic writi	Original research article
164	2012	Verb form indicates discourse segm	Original research article
165	2012	Change and stability: Examining the	Original research article
166	2012	Investigating the relationship betw	Original research article
167	2012	Getting interpersonal on a universit	Original research article
168	2013	Google scholar and COCA-Academic	Literature review
169	2013	The purpose of this study is to: Con	Meta-analysis article
170	2013	Investigating academic phraseology	Original research article
171	2013	Developing the Academic Collocati	Original research article
172	2013	Critical English for academic purpos	Original research article
173	2013	Do journal authors plagiarize? Using	Original research article
174	2013	Academic writing in the business sc	Original research article
175	2013	Novice ESL writers: A longitudinal c	Original research article
176	2013	Formulaic sequences and EAP writi	Original research article

177	2013	Form and function of citations in dis	Original research article
178	2013	'Convenience editors" as legitimate	Original research article
179	2013	A non-native student's experience	Original research article
180	2013	A genre-based investigation of appl	Original research article
181	2013	A contrastive study of the variation	Original research article
182	2013	Exploring the factors that affect rea	Original research article
183	2013	Multilingual reading proficiency in	Original research article
184	2013	A corpus-based study of academic v	Original research article
185	2013	In-house or commercial speaking te	Original research article
186	2014	On the function of stance-neutral f	Meta-analysis article
187	2014	An investigation of source use in th	Meta-analysis article
188	2014	Affordances and constraints on rese	Meta-analysis article
189	2014	Writers' positioning in literature re	Meta-analysis article
190	2014	Learning transfer in English-for-aca	Original research article
191	2014	Disciplinary and ethnolinguistic infl	Original research article
192	2014	Exploring the relationships among s	Original research article
193	2014	Guiding the reader (or not) to re-cr	Original research article
194	2014	Formulaic language in L1 and L2 exp	Original research article
195	2014	You' and 'I' in university seminars a	Original research article
196	2014	Selecting quantitative data for quali	Original research article
197	2014	Submission letters for academic pu	Original research article
198	2014	Publishing research in English-lang	Original research article
199	2014	Writing for publication in linguistics	Original research article
200	2014	Identifying academically at-risk stu	Original research article
201	2014	Tracking movement toward academ	Original research article
202	2014	Development of noun phrase comp	Original research article
203	2014	Multiword constructions in first yea	Original research article
204	2014	Designing L2 reading to write tasks i	Original research article
205	2014	Accounting for the great divide: Fea	Original research article
206	SI 2003	Evaluation in the art-historical rese	Systematic review
207	SI 2003	Evaluation in the research article ab	Meta-analysis article
208	SI 2003	Evaluation and promotion across la	Meta-analysis article
209	SI 2003	This mystery…' a corpus-based stud	Original research article
210	SI 2003	Geologists' implicit persuasive strat	Original research article
211	SI 2003	The stance of stance: a critical look	Original research article
212	SI 2004	Contrasting rhetorics/contrasting cu	Systematic review
213	SI 2004	Intercultural rhetoric research: bey	Systematic review
214	SI 2004	Rhetorics and communication medi	Literature review
215	SI 2004	Retrospective labelling in premise-	Original research article
216	SI 2004	Academic journalese for the Intern	Original research article
217	SI 2005	Towards a 'pedagogy of connection'	Systematic review
218	SI 2005	EFL writers' social networks: impact	Original research article
219	SI 2005	Introducing a conference paper: Ge	Original research article
220	SI 2005	'It's like a story" Rhetorical knowled	Original research article
221	SI 2005	Points of focus and position: Interte	Original research article
222	SI 2006	An integrated language and content	Meta-analysis article

223	SI 2006	High challenge, high support: integr	Original research article
224	SI 2006	Examining the theory/practice relat	Original research article
225	SI 2006	'Academic English" in the 7th grade:	Original research article
226	SI 2006	Integrating academic language, thin	Original research article
227	SI 2007	Issues in creating a corpus for EAP p	Literature review
228	SI 2007	Learner corpora: The missing link in	Original research article
229	SI 2007	Reconciling top-down and bottom-	Original research article
230	SI 2007	A corpus-based look at linguistic var	Original research article
231	SI 2007	Corpus tools as an affordance to lea	Original research article
232	SI 2008	Scientific publishing in developing	Literature review
233	SI 2008	Scholarly writers who use English as	Literature review
234	SI 2008	Medical writing at the periphery: Th	Meta-analysis article
235	SI 2008	Publishing academic texts in Englis	Original research article
236	SI 2008	Publishing research in a second lan	Original research article
237	SI 2009	Fostering transformative practition	Perspective
238	SI 2009	Strategic, passionate but academic:	Literature review
239	SI 2009	Ethnographers of difference in a cri	Original research article
240	SI 2009	The spatial politics of gender in EAP	Original research article
241	SI 2009	Contesting neoliberal discourses in	Original research article
242	SI 2010	Constructing proximity: Relating to	Literature review
243	SI 2010	Who's citing whose writings? A corp	Meta-analysis article
244	SI 2010	Moulding interpersonal relations th	Meta-analysis article
245	SI 2010	Interactional metadiscourse in rese	Meta-analysis article
246	SI 2010	Personal and impersonal authorial r	Meta-analysis article
247	SI 2011	Academic listening in the 21st cent	Literature review
248	SI 2011	Self-efficacy and academic listening	Literature review
249	SI 2011	Assessing listening for academic pu	Literature review
250	SI 2011	Into the mind of the academic liste	Original research article
251	SI 2012	Academic literacies and systemic fu	Literature review
252	SI 2012	Using Academic Literacies and genr	Literature review
253	SI 2012	Academic literacies: Providing a spa	Meta-analysis article
254	SI 2012	Using systemic functional linguistic	Original research article
255	SI 2012	Arguing as an academic purpose: Th	Original research article
256	SI 2012	Genres and registers of student rep	Original research article
257	SI 2013	Task requirements, task representa	Original research article
258	SI 2013	'Why am I paraphrasing?": Undergra	Original research article
269	SI 2013	Where from, who, why and how? A	Original research article
260	SI 2013	Investigating the reading-to-write p	Original research article
261	SI 2013	Three ESL students writing a policy	Original research article
262	SI 2013	The development of source use by i	Original research article
263	SI 2014	Canada has two official languages -	Original research article
264	SI 2014	Theoretical subtleties' or 'text mod	Original research article
265	SI 2014	English for research publications an	Original research article
266	SI 2014	Parallel language use in academic a	Original research article
267	SI 2014	Seeking entry to the North America	Original research article

APPENDIX F: SI Theme Coverage

	1. Year	2. Name of the Article	3. Article Type	4. Topic
1	SI 2003	Evaluation in the research article abs	Meta-analysis	Evaluation
2	SI 2003	Evaluation and promotion across lan	Meta-analysis	Evaluation
3	SI 2003	Geologists' implicit persuasive strate	Original research article	Evaluation
4	SI 2003	The stance of stance: a critical look at	Original research article	Evaluation
5	SI 2003	This mystery…' a corpus-based study	Original research article	Evaluation
6	SI 2003	Evaluation in the art-historical resear	Systematic review	Evaluation
7	SI 2004	Contrasting rhetorics/contrasting cul	Systematic review	Rhetorics
8	SI 2004	Intercultural rhetoric research: beyo	Systematic review	Rhetorics
9	SI 2004	Rhetorics and communication media	Literature review	Rhetorics
10	SI 2004	Retrospective labelling in premise-c	Original research article	Rhetorics
11	SI 2004	Academic journalese for the Internet	Original research article	Rhetorics
12	SI 2005	Towards a 'pedagogy of connection' i	Systematic review	Advanced academic literacy
13	SI 2005	'It's like a story" Rhetorical knowledg	Original research article	Advanced academic literacy
14	SI 2005	EFL writers' social networks: impact	Original research article	Advanced academic literacy
15	SI 2005	Points of focus and position: Intertex	Original research article	Advanced academic literacy
16	SI 2005	Introducing a conference paper: Gett	Original research article	Advanced academic literacy
17	SI 2006	An integrated language and content	Meta-analysis	CBI
18	SI 2006	High challenge, high support: integra	Original research article	CBI
19	SI 2006	Examining the theory/practice relati	Original research article	CBI
20	SI 2006	'Academic English" in the 7th grade:	Original research article	CBI
21	SI 2006	Integrating academic language, think	Original research article	CBI
22	SI 2007	Issues in creating a corpus for EAP pe	Literature review	Corpus approach to EAP
23	SI 2007	A corpus-based look at linguistic vari	Original research article	Corpus approach to EAP
24	SI 2007	Corpus tools as an affordance to lear	Original research article	Corpus approach to EAP
25	SI 2007	Learner corpora: The missing link in E	Original research article	Corpus approach to EAP
26	SI 2007	Reconciling top-down and bottom-u	Original research article	Corpus approach to EAP
27	SI 2008	Scholarly writers who use English as	Literature review	English for research publication purposes
28	SI 2008	Scientific publishing in developing c	Literature review	English for research publication purposes
29	SI 2008	Medical writing at the periphery: Th	Meta-analysis	English for research publication purposes
30	SI 2008	Publishing academic texts in English:	Original research article	English for research publication purposes
31	SI 2008	Publishing research in a second lang	Original research article	English for research publication purposes
32	SI 2009	Strategic, passionate but academic:	Literature review	Critical EAP
33	SI 2009	Contesting neoliberal discourses in E	Original research article	Critical EAP
34	SI 2009	Ethnographers of difference in a criti	Original research article	Critical EAP
35	SI 2009	The spatial politics of gender in EAP	Original research article	Critical EAP
36	SI 2009	Fostering transformative practitione	Perspective	Critical EAP
37	SI 2010	Constructing proximity: Relating to r	Literature review	Interpersonal dimension in academic communication
38	SI 2010	Interactional metadiscourse in resea	Meta-analysis	Interpersonal dimension in academic communication

39	SI 2010	Personal and impersonal authorial re	Meta-analysis	Interpersonal dimension in academic communication
40	SI 2010	Who's citing whose writings? A corp	Meta-analysis	Interpersonal dimension in academic communication
41	SI 2010	Moulding interpersonal relations thr	Meta-analysis	Interpersonal dimension in academic communication
42	SI 2011	Academic listening in the 21st centur	Literature review	Second language academic listening
43	SI 2011	Self-efficacy and academic listening	Literature review	Second language academic listening
44	SI 2011	Assessing listening for academic pur	Literature review	Second language academic listening
45	SI 2011	Into the mind of the academic listen	Original research article	Second language academic listening
46	SI 2012	Academic literacies and systemic fun	Literature review	Contributions from systemic functional linguistics and Academic literacies
47	SI 2012	Using Academic Literacies and genre	Literature review	Contributions from systemic functional linguistics and Academic literacies
48	SI 2012	Academic literacies: Providing a spac	Meta-analysis	Contributions from systemic functional linguistics and Academic literacies
49	SI 2012	Using systemic functional linguistics	Original research article	Contributions from systemic functional linguistics and Academic literacies
50	SI 2012	Arguing as an academic purpose: The	Original research article	Contributions from systemic functional linguistics and Academic literacies
51	SI 2012	Genres and registers of student repo	Original research article	Contributions from systemic functional linguistics and Academic literacies
52	SI 2013	Where from, who, why and how? A s	Original research article	Source use in academic writing
53	SI 2013	Investigating the reading-to-write pr	Original research article	Source use in academic writing
54	SI 2013	Task requirements, task representati	Original research article	Source use in academic writing
55	SI 2013	'Why am I paraphrasing?': Undergrad	Original research article	Source use in academic writing
56	SI 2013	Three ESL students writing a policy p	Original research article	Source use in academic writing
57	SI 2013	The development of source use by in	Original research article	Source use in academic writing
58	SI 2014	Theoretical subtleties' or 'text modul	Original research article	Writing for publication
59	SI 2014	English for research publications and	Original research article	Writing for publication
60	SI 2014	Parallel language use in academic an	Original research article	Writing for publication
61	SI 2014	Seeking entry to the North American	Original research article	Writing for publication
62	SI 2014	Canada has two official languages -	Original research article	Writing for publication

	1. Year	2. Name of the Article	3. Article Type	4. Topic	5. Topic	6. Topic	7. Coding	8. Coding	9. Coding
1	2002	The growth of EAP in B	Original research article	Teaching methodology	Acquisition studies in EAP contexts		2	8	
2	2002	Networking into acade	Original research article	Teaching methodology			2		
3	2002	Caravaggio: A design f	Original research article	Teaching methodology			2		
4	2002	Towards a model for le	Original research article	Teaching methodology			2		
5	2002	Academic literacy and	Original research article	Discourse analysis			7		
6	2002	Critical analysis versus	Original research article	Discourse analysis			7		
7	2002	EAP issues and directi	Literature review	Acquisition studies in EAP contexts			8		
8	2002	The use of interactive i	Original research article	Acquisition studies in EAP contexts			8		
9	2002	Literacy and disciplinar	Meta-analysis	Research writing	Acquisition studies in EAP contexts		9	8	
10	2002	English for Academic p	Original research article	Research writing			9	7	
11	2002	Multilingual writers an	Perspective	Socio-politics of English in academic uses	Discourse analysis		11	7	
12	2003	EAP or TEAP?	Literature review	Teaching methodology			2		
13	2003	Assessing the quality o	Original research article	Teaching methodology			2		
14	2003	Why not give us the fu	Meta-analysis	Assessment of language			4		
15	2003	The effect and affect o	Original research article	Assessment of language	Socio-politics of English in academic uses		4	11	
16	2003	Needs analysis for aca	Original research article	Needs analysis			5		
17	2003	Engaged listenership i	Original research article	Discourse analysis	Acquisition studies in EAP contexts		7	8	
18	2003	Dilemmas of cooperati	Original research article	Acquisition studies in EAP contexts			8		
19	2003	Aspects of theme in th	Original research article	Research writing			9		
20	2003	Exploring six MBA stud	Original research article	Research writing			9		
21	2003	Text structuring metad	Original research article	Speaking at all acquisition levels			10		
22	2003	Does talking with peer	Original research article	Speaking at all acquisition levels			10		

#	Year	Title	Type	Category A	Category B		
23	2003	So what happens whe	Original research article	Speaking at all acquisition levels	Socio-politics of English in academic uses	10	11
24	2003	The social and cultural	Original research article	Socio-politics of English in academic uses		11	
25	2004	Intertextuality in EAP:	Literature review	Teaching methodology		2	
26	2004	Investigating the classr	Original research article	Teaching methodology		2	
27	2004	Arguing about how the	Original research article	Discourse analysis		7	
28	2004	Discourse communitie	Original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8
29	2004	Creativity, students' ac	Original research article	Discourse analysis		7	
30	2004	Interactive discourse s	Original research article	Discourse analysis		7	
31	2004	Knock-on effects of m	Original research article	Discourse analysis		7	
32	2004	Learning to critique EA	Original research article	Acquisition studies in EAP contexts		8	
33	2004	Discourse features of t	Meta-analysis	Research writing		9	
34	2004	Attitude, certainty and	Original research article	Research writing	Discourse analysis	9	7
35	2004	The peer seminar, a sp	Original research article	Speaking at all acquisition levels		10	
36	2004	The role of English in s	Original research article	Language planning	Materials development and evaluation	12	6
37	2004	Language as academic	Literature review	Language planning		12	
38	2005	Beyond needs analysis	Systematic review	Teaching methodology		2	
39	2005	An ecological perspect	Systematic review	Teaching methodology		2	
40	2005	Integrating traditional	Systematic review	Teaching methodology	Materials development and evaluation	2	6
41	2005	Vocabulary knowledge	Original research article	Assessment of language	Discourse analysis	4	7
42	2005	What do we want EAP	Systematic review	Materials development and evaluation		6	
43	2005	From analysis to pedag	Original research article	Materials development and evaluation		6	
44	2005	Thinking about thinkin	Original research article	Discourse analysis		7	
45	2005	Pandora's box: academ	Original research article	Discourse analysis		7	
46	2005	Hedging: an explorator	Original research	Discourse analysis		7	

			article				
47	**2005**	Arguing linguistics: cor	Original research article	Discourse analysis		7	
48	**2005**	Pattern and meaning a	Original research article	Discourse analysis		7	
49	**2005**	Dimensions of differe	Original research article	v studies in EAP contexts	Discourse analysis	8	7
50	**2005**	The structure of PhD c	Meta-analysis	Research writing		9	
51	**2005**	Writing the qualitative	Original research article	Research writing		9	
52	**2005**	Syllabus design for ge	Discussion article	Language planning		12	
53	**2006**	Academic talk in Amer	Original research article	Classroom language	Speaking at all acquisition levels	1	10
54	**2006**	Assessing and reportin	Original research article	Assessment of language		4	
55	**2006**	Evaluative review in m	Original research article	Materials development and evaluation		6	
56	**2006**	Pre-reading materials	Original research article	Materials development and evaluation	Acquisition studies in EAP contexts	6	8
57	**2006**	Stance in spoken and	Original research article	Discourse analysis		7	
58	**2006**	The persuasive power	Perspective	Discourse analysis		7	
59	**2006**	Cultural and disciplina	Meta-analysis	Discourse analysis	Research writing	7	9
60	**2006**	Developing Chinese sc	Original research article	Research writing	Speaking at all acquisition levels	9	10
61	**2006**	Perceptions of the diff	Original research article	Research writing		9	
62	**2006**	'The writing of this the	Meta-analysis	Research writing	Discourse analysis	9	7
63	**2006**	Rhetorical moves in TE	Meta-analysis	Research writing		9	
64	**2006**	Rhetorical strategies i	Meta-analysis	Research writing	Discourse analysis	9	7
65	**2006**	Negotiating socioacad	Original research article	Socio-politics of English in academic uses		11	
66	**2007**	Collocation and techni	Research article	Teaching methodology		2	
67	**2007**	By-products': The adde	Research article	Teaching methodology		2	
68	**2007**	What's language got to	Research article	Teacher education	Teaching methodology	3	2
69	**2007**	'Maybe the communic	Meta-analysis	Needs analysis	Discourse analysis	5	7
70	**2007**	Tensions between tex	Original research article	Materials development and evaluation	Teaching methodology	6	2

71	2007	Rhetorical functions of	Meta-analysis	Discourse analysis		7	
72	2007	Occluded academic ge	Original research article	Discourse analysis	Research writing	7	9
73	2007	What enhances EFL stu	Original research article	Discourse analysis	Teaching methodology	7	2
74	2007	The use of engagemen	Meta-analysis	Discourse analysis		7	
75	2007	Writing at the graduat	Original research article	Acq studies in EAP contexts	Language planning	8	12
76	2007	Writing in multi-party	Original research article	Research writing		9	
77	2007	Key writing challenges	Meta-analysis	Research writing		9	
78	2007	English and French jou	Meta-analysis	Research writing		9	
79	2007	I-we focus on…': Acros	Meta-analysis	Research writing	Discourse analysis	9	7
80	2007	Why EAP is necessary:	Original research article	Socio-politics of English in academic uses		11	
81	2008	Scaffolding academic li	Original research article	Teaching methodology		2	
82	2008	Evaluative language in	Meta-analysis	Assessment of language		4	
83	2008	Identifying academic l	Meta-analysis	Assessment of language	Needs analysis	4	5
84	2008	Developing a profile o	Research article	Needs analysis		5	
85	2008	Shell nouns as cohesiv	Original research article	Discourse analysis		7	
86	2008	Beyond the academic	Original research article	Discourse analysis		7	
87	2008	Academic literacy and	Original research article	Discourse analysis		7	
88	2008	More than just jargon-	Original research article	Discourse analysis		7	
89	2008	If-conditionals in medi	Original research article	Discourse analysis		7	
90	2008	A discourse analysis of	Meta-analysis	Discourse analysis	Research writing	7	9
91	2008	Investigating the readi	Original research article	Acquisition studies in EAP contexts		8	
92	2008	Cognitive genre struct	Meta-analysis	Research writing		9	
93	2008	Building consensus in	Meta-analysis	Research writing	Discourse analysis	9	7
94	2008	Multilingual scholars'	Meta-analysis	Research writing		9	
95	2008	A study of critical attit	Meta-analysis	Research writing	Discourse analysis	9	7

	Year	Title	Type	Category 1	Category 2		
96	**2009**	The impact of an EAP c	Original research article	Teaching methodology	Research writing	2	9
97	**2009**	When there is no perf	Systematic review	Materials development and evaluation		6	
98	**2009**	The genre of syllabus i	Original research article	Materials development and evaluation		6	
99	**2009**	English academic style	Original research article	Materials development and evaluation	Discourse analysis	6	7
100	**2009**	EAP reading and lexis f	Original research article	Materials development and evaluation	Acquisition studies in EAP contexts	6	8
101	**2009**	Informational packagi	Original research article	Discourse analysis	Speaking at all acquisition levels	7	10
102	**2009**	English for research pu	Original research article	Discourse analysis		7	
103	**2009**	The English definite ar	Original research article	Discourse analysis	Research writing	7	9
104	**2009**	The use of we in a lear	Original research article	Discourse analysis		7	
105	**2009**	The role of reading str	Original research article	Acquisition studies in EAP contexts		8	
106	**2009**	'This means that…": a li	Original research article	Acquisition studies in EAP contexts		8	
107	**2009**	International engagem	Original research article	Research writing	Discourse analysis	9	7
108	**2009**	PhD topic arrangemen	Original research article	Research writing	Discourse analysis	9	7
109	**2009**	Reading in preparation	Original research article	Research writing	Acquisition studies in EAP contexts	9	8
110	**2009**	Commenting on result	Meta-analysis	Research writing	Discourse analysis	9	7
111	**2009**	Moderating top-down	Original research article	Language planning		12	
112	**2010**	Changing international	Original research article	Teaching methodology	Needs analysis	2	5
113	**2010**	Students' perspectives	Original research article	Teaching methodology		2	
114	**2010**	Theology lectures as le	Original research article	Teaching methodology	Discourse analysis	2	7
115	**2010**	The impact of the med	Original research article	Teaching methodology	Discourse analysis	2	7
116	**2010**	Guiding principles for l	Systematic review	Assessment of language	Language planning	4	12
117	**2010**	Command strategies f	Original research article	Discourse analysis		7	
118	**2010**	Academic discourse in	Original research article	Discourse analysis		7	
119	**2010**	Textual and discoursal	Original research	Discourse analysis		7	

	Year	Title	Type	Category 1	Category 2		
			article				
120	2010	Facilitating writing fro	Original research article	Discourse analysis		7	
121	2010	On the use of demonst	Meta-analysis	Discourse analysis	Research writing	7	9
122	2010	Challenging stereotyp	Systematic review	Acquisition studies in EAP contexts		8	
123	2010	Teaching the academic	Original research article	Acquisition studies in EAP contexts	Discourse analysis	8	7
124	2010	Writing in an electroni	Original research article	Acquisition studies in EAP contexts		8	
125	2010	Research article introd	Meta-analysis	Research writing		9	
126	2010	Publishing and learnin	Original research article	Research writing		9	
127	2010	Commenting on resear	Meta-analysis	Research writing	Discourse analysis	9	7
128	2010	Is this a stupid questio	Original research article	Socio-politics of English in academic uses	Discourse analysis	11	7
129	2011	Taking an effective aut	Original research article	Teaching methodology		2	
130	2011	Promoting reflection i	Original research article	Teaching methodology		2	
131	2011	The impact of EAP stud	Original research article	Teaching methodology		2	
132	2011	Teaching mathematics	Original research article	Teacher education	Teaching methodology	3	2
133	2011	Is what I need what I w	Original research article	Needs analysis		5	
134	2011	English-medium mast	Original research article	Needs analysis	Teaching methodology	5	2
135	2011	ESL reading textbooks	Original research article	Materials development and evaluation		6	
136	2011	Teachers' decision-ma	Original research article	Materials development and evaluation		6	
137	2011	Citation practices amo	Original research article	Discourse analysis		7	
138	2011	Concordancing in L2 wr	Literature review	Discourse analysis		7	
139	2011	Multi-draft composing	Original research article	Discourse analysis		7	
140	2011	The frequency and the	Original research article	Discourse analysis	Speaking at all acquisition levels	7	10
141	2011	Rhetorical differences	Meta-analysis	Discourse analysis		7	
142	2011	Adverbials of result: P	Meta-analysis	Discourse analysis	Acquisition studies in EAP contexts	7	8

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#	Year	Title	Type	Category 1	Category 2			
143	2011	From genre awareness	Original research article	Acquisition studies in EAP contexts	Teaching methodology	8	2	
144	2011	Examiners' reports on	Original research article	Research writing		9		
145	2012	Effects of an efficacy-f	Original research article	Teaching methodology		2		
146	2012	Laughter in university l	Original research article	Teaching methodology	Classroom language	2	1	
147	2012	Preparing history teac	Original research article	Teaching methodology		2		
148	2012	Use of Google Scholar i	Original research article	Teaching methodology	Research writing	2	9	
149	2012	Exploring teacher beli	Original research article	Teacher education		3		
150	2012	Theme choice in EAP a	Original research article	Discourse analysis	Research writing	7	9	
151	2012	Argument!' Helping st	Original research article	Discourse analysis		7		
152	2012	Gauging the effectiven	Original research article	Discourse analysis		7		
153	2012	What they highlight is	Original research article	Discourse analysis	Teaching methodology Classroom language	7	2	1
154	2012	Vague language in con	Original research article	Discourse analysis	Speaking at all acquisition levels	7	10	
155	2012	She has received many	Original research article	Discourse analysis	Research writing	7	9	
156	2012	Metadiscourse reperto	Original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8	
157	2012	Rhetorical structure an	Original research article	Discourse analysis		7		
158	2012	Linking adverbials in a	Original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8	
159	2012	Verb form indicates di	Original research article	Discourse analysis	Research writing	7	9	
160	2012	Getting interpersonal	Original research article	Discourse analysis		7		
161	2012	'I ain't changing anythi	Original research article	Acquisition studies in EAP contexts		8		
162	2012	Investigating the relati	Original research article	Acquisition studies in EAP contexts		8		
163	2012	A genre-based investi	Meta-analysis	Research writing		9		
164	2012	How do writers establi	Meta-analysis	Research writing		9		
165	2012	Change and stability: E	Original research article	Research writing		9		
166	2012	Differences in quality	Meta-analysis	Research writing		9		

	Year	Title	Type	Subject 1	Subject 2	Subject 3			
167	2012	An exploration of plan	Original research article	Language planning			12		
168	2013	'Convenience editors''	Original research article	Teacher education			3		
169	2013	Critical English for aca	Original research article	Needs analysis			5		
170	2013	Google scholar and CO	Literature review	Materials development and evaluation			6		
171	2013	Investigating academic	Original research article	Discourse analysis			7		
172	2013	Developing the Acade	Original research article	Discourse analysis			7		
173	2013	Do journal authors pla	Original research article	Discourse analysis			7		
174	2013	Formulaic sequences a	Original research article	Discourse analysis	Acquisition studies in EAP contexts		7	8	
175	2013	Form and function of c	Original research article	Discourse analysis	Research writing		7	9	
176	2013	The purpose of this stu	Meta-analysis	Discourse analysis	Research writing		7	9	
177	2013	A contrastive study of	Original research article	Discourse analysis			7		
178	2013	A corpus-based study	Research article	Discourse analysis	Research writing		7	9	
179	2013	Academic writing in th	Research article	Acquisition studies in EAP contexts			8		
180	2013	Novice ESL writers: A l	Research article	Acquisition studies in EAP contexts			8		
181	2013	Exploring the factors t	Research article	Acquisition studies in EAP contexts	Needs analysis		8	5	
182	2013	Multilingual reading pr	Research article	Acquisition studies in EAP contexts			8		
183	2013	A genre-based investi	Research article	Research writing			9		
184	2013	A non-native student's	Research article	Speaking at all acquisition levels			10		
185	2013	In-house or commerci	Research article	Speaking at all acquisition levels	Assessment of language		10	4	
186	2014	Exploring the relations	Research article	Needs analysis	Acquisition studies in EAP contexts	Discourse analysis	5	8	7
187	2014	Identifying academical	Research article	Needs analysis			5		
188	2014	Learning transfer in En	Research article	Discourse analysis			7		
189	2014	Disciplinary and ethno	Research article	Discourse analysis	Research writing		7	9	
190	2014	On the function of sta	Meta-analysis	Discourse analysis	Acquisition studies in EAP contexts		7	8	

#	Year	Title	Type	Topic A	Topic B	Topic C			
191	2014	Guiding the reader (or	Original research article	Discourse analysis	Acquisition studies in EAP contexts		7	8	
192	2014	Formulaic language in	Original research article	Discourse analysis	Acquisition studies in EAP contexts		7	8	
193	2014	You' and 'I' in universit	Original research article	Discourse analysis	Classroom language	Speaking at all acquisition levels	7	1	10
194	2014	Tracking movement to	Original research article	Discourse analysis			7		
195	2014	Development of noun	Original research article	Discourse analysis	Acquisition studies in EAP contexts		7	8	
196	2014	Multiword constructio	Original research article	Discourse analysis	Materials development and evaluation		7	6	
197	2014	Accounting for the gre	Original research article	Discourse analysis	Research writing		7	9	
198	2014	Designing L2 reading t	Original research article	Acquisition studies in EAP contexts			8		
199	2014	An investigation of so	Meta-analysis	Research writing			9		
200	2014	Selecting quantitative	Original research article	Research writing			9		
201	2014	Affordances and const	Meta-analysis	Research writing			9		
202	2014	Submission letters for	Original research article	Research writing			9		
203	2014	Publishing research in	Original research article	Research writing			9		
204	2014	Writing for publication	Original research article	Research writing			9		
205	2014	Writers' positioning in	Meta-analysis	Research writing			9		
206	SI 2003	This mystery…' a corpu	Original research article	Discourse analysis	Research writing		7	9	
207	SI 2003	Geologists' implicit pe	Original research article	Discourse analysis			7		
208	SI 2003	The stance of stance: a	Original research article	Discourse analysis	Research writing		7	9	
209	SI 2003	Evaluation in the art-hi	Discussion article	Discourse analysis			7		
210	SI 2003	Evaluation in the resea	Meta-analysis	Research writing			9		
211	SI 2003	Evaluation and promot	Meta-analysis	Research writing	Discourse analysis		9	7	
212	SI 2004	Contrasting rhetorics/c	Discussion article	Discourse analysis			7		
213	SI 2004	Intercultural rhetoric r	Discussion article	Discourse analysis			7		
214	SI 2004	Rhetorics and commun	Discussion article	Discourse analysis	Materials development and evaluation		7	6	
215	SI 2004	Academic journalese f	Original research	Discourse analysis	Research writing		7	9	

			article				
216	SI 2004	Retrospective labellin	Original research article	Research writing	Discourse analysis	9	7
217	SI 2005	'It's like a story" Rheto	Original research article	Discourse analysis		7	
218	SI 2005	Points of focus and po	Original research article	Research writing	Materials development and evaluation	9	6
219	SI 2005	Towards a 'pedagogy o	Systematic review	Research writing	Teaching methodology	9	2
220	SI 2005	Introducing a conferen	Original research article	Speaking at all acquisition levels		10	
221	SI 2005	EFL writers' social net	Original research article	Socio-politics of English in academic uses	Acquisition studies in EAP contexts	11	8
222	SI 2006	Examining the theory/	Original research article	Classroom language		1	
223	SI 2006	'Academic English" in t	Original research article	Classroom language	Speaking at all acquisition levels	1	10
224	SI 2006	An integrated languag	Meta-analysis	Teaching methodology		2	
225	SI 2006	High challenge, high s	Original research article	Teaching methodology		2	
226	SI 2006	Integrating academic l	Original research article	Discourse analysis	Teaching methodology	7	2
227	SI 2007	A corpus-based look at	Original research article	Classroom language	Discourse analysis	1	7
228	SI 2007	Issues in creating a cor	Literature review	Teaching methodology	Research writing	2	9
229	SI 2007	Learner corpora: The	Original research article	Teaching methodology		2	
230	SI 2007	Reconciling top-down	Original research article	Materials development and evaluation		6	
231	SI 2007	Corpus tools as an affo	Original research article	Materials development and evaluation	Discourse analysis	6	7
232	SI 2008	Scholarly writers who	Literature review	Teaching methodology		2	
233	SI 2008	Publishing academic t	Original research article	Research writing	Discourse analysis	9	7
234	SI 2008	Scientific publishing in	Literature review	Research writing	Discourse analysis	9	7
235	SI 2008	Medical writing at the	Meta-analysis	Research writing	Discourse analysis	9	7
236	SI 2008	Publishing research in	Original research article	Research writing	Discourse analysis	9	7
237	SI 2009	Ethnographers of diffe	Original research article	Teaching methodology		2	
238	SI 2009	The spatial politics of g	Original research article	Teaching methodology		2	

239	SI 2009	Fostering transformati	Perspective	Teacher education		3	
240	SI 2009	Strategic, passionate b	Literature review	Discourse analysis		7	
241	SI 2009	Contesting neoliberal	Original research article	Discourse analysis		7	
242	SI 2010	Moulding interperson	Meta-analysis	Discourse analysis	Research writing	7	9
243	SI 2010	Interactional metadisc	Meta-analysis	Discourse analysis	Research writing	7	9
244	SI 2010	Constructing proximity	Literature review	Discourse analysis		7	
245	SI 2010	Personal and imperso	Meta-analysis	Discourse analysis	Research writing	7	9
246	SI 2010	Who's citing whose wr	Meta-analysis	Research writing	Discourse analysis	9	7
247	SI 2011	Academic listening in t	Literature review	Acquisition studies in EAP contexts		8	
248	SI 2011	Into the mind of the ac	Original research article	Acquisition studies in EAP contexts	Teaching methodology	8	2
249	SI 2011	Self-efficacy and acad	Literature review	Acquisition studies in EAP contexts		8	
250	SI 2011	Assessing listening for	Literature review	Acquisition studies in EAP contexts	Research writing	8	9
251	SI 2012	Academic literacies an	Literature review	Discourse analysis		7	
252	SI 2012	Arguing as an academi	Original research article	Discourse analysis		7	
253	SI 2012	Genres and registers o	Original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8
254	SI 2012	Using Academic Literac	Literature review	Acquisition studies in EAP contexts		8	
255	SI 2012	Using systemic functio	Original research article	Acquisition studies in EAP contexts	Acquisition studies in EAP contexts	8	8
256	SI 2012	Academic literacies: Pr	Meta-analysis	Language planning		11	
257	SI 2013	Task requirements, tas	original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8
258	SI 2013	'Why am I paraphrasin	original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8
259	SI 2013	Where from, who, wh	original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8
260	SI 2013	Three ESL students wri	original research article	Discourse analysis	Acquisition studies in EAP contexts	7	8
261	SI 2013	The development of s	original research article	Discourse analysis		7	
262	SI 2013	Investigating the readi	original research article	Acquisition studies in EAP contexts	Discourse analysis	8	7
263	SI 2014	Theoretical subtleties'	original research article	Needs analysis	Research writing	5	9

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264 **SI 2014**	Canada has two officia	original research article	Discourse analysis		7	
265 **SI 2014**	Parallel language use i	original research article	Discourse analysis	Research writing	7	9
266 **SI 2014**	English for research pu	original research article	Research writing		9	
267 **SI 2014**	Seeking entry to the N	original research article	Research writing		9	

	1. Year	2. Name of the Article	3. Article Type	4. Topic	5. Codes	6.Codes	7. Codes	8. Codes
1	2002	Multilingual writers and th	Perspective	Academic writing; attitude of multilingual English learners towards it and development of their attitude	4L			
2	2003	EAP or TEAP?	Literature review	Teaching EAP; methodologies and approaches	2B			
3	SI 2003	Evaluation in the art-histori	Systematic review	Academic discourse in the art-historical research articles	16D			
4	2004	Intertextuality in EAP: an A	Literature review	EAP methodology in an African context and its development	2B	2M		
5	2004	Language as academic purp	Literature review	Language as academic purpose	2S			
6	SI 2004	Contrasting rhetorics/contr	Systematic review	Contrastive rhetorics and cultural issues	19A			
7	SI 2004	Intercultural rhetoric resea	Systematic review	Intercultural rhetorics	19B			
8	SI 2004	Rhetorics and communicati	Literature review	Cross-cultural rhetorics and communication in media	19C			
9	2005	Beyond needs analysis: sof	Systematic review	Soft systems methodology for collaboration in EAP	2D			
10	2005	What do we want EAP teac	Systematic review	Teaching materials; textbooks in EAP and their arguments and relation to the field of EAP	2E			
11	2005	Syllabus design for general	Systematic review	Syllabus design in EAP writing	4M1			
12	2005	An ecological perspective o	Systematic review	Content-based instruction	7			
13	2005	Integrating traditional and	Systematic review	EOP course with regards to content-based and task-based syllabus as well as critical pedagogy	21			
14	SI 2005	Towards a 'pedagogy of con	Systematic review	Pedagogy of connection in critical research education	2C3			
15	2006	The persuasive power of pr	Perspective	Prosodies in academic writing	4L			
16	SI 2007	Issues in creating a corpus f	Literature review	Creating a corpus for EAP pedagogy and research	2I			
17	SI 2008	Scientific publishing in dev	Literature review	Scientific publishing with its challenges in peripheral writing	27	18		
18	SI 2008	Scholarly writers who use E	Literature review	English as an Additional Language and Goffman's notion of stigma	32			
19	2009	When there is no perfect te	Systematic review	Finding the "perfect text" in EAP	2K			
20	SI 2009	Fostering transformative pr	Perspective	Transformative practitioners for critical EAP	2C			
21	SI 2009	Strategic, passionate but ac	Literature review	Negotiations, decision making, creativity and voice in EAP writing	4M			
22	2010	Challenging stereotypes ab	Systematic review	Stereotypes about academic writing, whether it is complex, with elaboration and explicitness	4L			
23	2010	Guiding principles for langu	Systematic review	A language assessment reform involving collaboration among EFL/ESL teachers	33C			

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24	SI 2010	Constructing proximity: Rel	Literature review	Interpersonality and proximity	18			
25	2011	Concordancing in L2 writing	Literature review	Concordancing in L2 writing	4K			
26	SI 2011	Academic listening in the 2	Literature review	Academic listening; reviewing research	10A			
27	SI 2011	Self-efficacy and academic	Literature review	Self-efficacy in academic listening	10A			
28	SI 2011	Assessing listening for acad	Literature review	Assessing listening for academic purposes	11J	10A		
29	SI 2012	Academic literacies and sys	Literature review	Academic literacies and systemic functional linguistics and EAP; their relation	1A	20B		
30	SI 2012	Using Academic Literacies a	Literature review	Academic Literacies and genre-based models for academic writing	1A	4L		
31	2013	Google scholar and COCA-A	Literature review	Google Scholar and Corpus of Contemporary American English in academic English	1L			
32	2002	EAP issues and directions	Literature review	EAP	2M			
33	2002	Literacy and disciplinary pr	Meta-analysis article	Writing tasks of students in starting undergraduate and graduate years	4B			
34	2003	Why not give us the full sto	Meta-analysis article	Peer reviews of scientific research papers: functions of comments	12			
35	SI 2003	Evaluation in the research a	Meta-analysis article	Research article abstracts in humanities, natural sciences and social sciences	11B			
36	SI 2003	Evaluation and promotion a	Meta-analysis article	Rhetoric and specific evaluation in published economic articles from a Danish journal	11L			
37	2004	Discourse features of the st	Meta-analysis article	Student-produced academic research papers	4L			
38	2005	The structure of PhD conclu	Meta-analysis article	Generic structure of conclusion chapters in PhD theses and dissertations	24A			
39	2006	Cultural and disciplinary va	Meta-analysis article	Effect on discourse content on rhetorical features of research texts	11M	19F		
40	2006	'The writing of this thesis w	Meta-analysis article	Self and structure in History and Sociology PhD theses	24E			
41	2006	Rhetorical moves in TESOL	Meta-analysis article	TESOL conference proposals; rhetorical moves	26A			
42	2006	Rhetorical strategies in eng	Meta-analysis article	Engineering research articles and theses; their rhetorical strategies and advanced academic literacy	4R	4J	19F	1A
43	SI 2006	An integrated language and	Meta-analysis article	Language teaching in the subject matter classroom	7			
44	2007	Rhetorical functions of citat	Meta-analysis article	Citation strategies in high- and lo-rated master's theses	4G			
45	2007	Key writing challenges of p	Meta-analysis article	Challenges of writing practice-based doctorates	4J			
46	2007	English and French journal	Meta-analysis article	English and French journal abstracts	11B			
47	2007	I-we focus on…': Across-cul	Meta-analysis article	Self-mentions in business management research articles	11F			
48	2007	The use of engagement sou	Meta-analysis article	Interactive meaning in geography essays	23A			
49	2007	'Maybe the communication	Meta-analysis article	The challenges of a relationship between advisor and advisee who is a master's student	30			

50	2008	Cognitive genre structures i	Meta-analysis article	Methods sections in research articles; their cognitive genre structures	11G		
51	2008	Building consensus in scien	Meta-analysis article	Intertextual dialogue in biology research articles	11I		
52	2008	Evaluative language in peer	Meta-analysis article	Peer review referee reports	12		
53	2008	Multilingual scholars' partic	Meta-analysis article	Publishing in core and global academic communities by multilingual scholars	27		
54	2008	A study of critical attitude a	Meta-analysis article	Critical attitude in English and Spanish book reviews	31		
55	2008	Identifying academic langu	Meta-analysis article	Diagnostic assessment, identification of academic language needs through a specific assessment programme	14D2	33A	
56	2008	A discourse analysis of mas	Meta-analysis article	Discourse analysis of master's theses	24G		
57	SI 2008	Medical writing at the peri	Meta-analysis article	Medical writing; analysis of Italian journal editorials	4Q	11Q	
58	2009	Commenting on results in p	Meta-analysis article	Student writing and expert writing of the discussion of results section in published research articles and dissertations in Language Teaching	4R	11A	
59	2010	Research article introductio	Meta-analysis article	Introductions on educational psychology research articles in English and Chinese	11J		
60	2010	Commenting on research r	Meta-analysis article	Comparison of research results sections in applied linguistics and education articles	11P		
61	2010	On the use of demonstrativ	Meta-analysis article	The use of demonstrative pronouns this and these in academic research articles	22D	4L	
62	SI 2010	Who's citing whose writing	Meta-analysis article	Citations in English medium articles written by researchers working in non-Anglophone contexts	4G		
63	SI 2010	Moulding interpersonal rel	Meta-analysis article	Interpersonal relations through conditional clauses, building consensus in Linguistics research articles	4L	22A	
64	SI 2010	Interactional metadiscours	Meta-analysis article	Inter-personality in research article abstracts analysed in terms of interactional meta-discourse	11B		
65	SI 2010	Personal and impersonal a	Meta-analysis article	Personal and impersonal authorial references in English and Italian Linguistics research articles	11N	22L	22M
66	2011	Rhetorical differences in R	Meta-analysis article	Rhetorical differences in English L1 and L2 and Spanish research article introductions	19A		
67	2011	Adverbials of result: Phrase	Meta-analysis article	Phraseology of adverbials of result in advanced student writings	22E	4P	
68	2012	A genre-based investigatio	Meta-analysis article	Genre-based investigation of discussion sections in Dentistry research articles	11A		
69	2012	How do writers establish re	Meta-analysis article	Research niches in management research articles	11O		
70	2012	Differences in quality betw	Meta-analysis article	Comparison of international and Thai research articles	4L1		
71	SI 2012	Academic literacies: Provid	Meta-analysis article	Socio-political dynamics of EAP in academic literacies	1A		
72	2013	The purpose of this study is	Meta-analysis article	Lexical bundles and moves in research article introductions	22G	11J	

	Year	Title	Type	Description	Code
73	2014	On the function of stance-n	Meta-analysis article	Stance-neutral formulations in academic writing	4L
74	2014	An investigation of source	Meta-analysis article	Results and discussion sections of the research articles on Information Systems	11A
75	2014	Affordances and constraint	Meta-analysis article	Spanish researchers' publications in English and Spanish on history and psychology	27
76	2014	Writers' positioning in liter	Meta-analysis article	Literature reviews in English and Spanish computing doctoral theses	24F
77	2002	Academic literacy and the n	Original research	Academic literacy by non-native speaker students studying in the English medium	1A
78	2002	The growth of EAP in Britai	Original research	Development of EAP in Britain	2P
79	2002	Networking into academic	Original research	ICT use in academic writing classes, the significance of the new ICT forms for the academic writing courses	3
80	2002	English for Academic possi	Original research	Genre pedagogy of a research proposal	5A
81	2002	Caravaggio: A design for an	Original research	Content-based unit in an EAP/ESP unit	7
82	2002	The use of interactive input	Original research	EAP listening tests; the form of input	10B
83	2002	Critical analysis versus desc	Original research	Student writing; critical analysis and description	4P
84	2002	Towards a model for lecturi	Original research	Lecturing in a second language	6D
85	2003	Needs analysis for academi	Original research	Academic legal English courses in Israel, determining the needs	1B
86	2003	Dilemmas of cooperative le	Original research	Cooperative learning in L1 and L2 language-classrooms	8A
87	2003	Text structuring metadisco	Original research	Academic talks' intonation in signalling the larger scale organisation : the role of their structure	9C
88	2003	Aspects of theme in the me	Original research	Discussion parts of biology journal articles in English; theme	11A
89	2003	The effect and affect of pe	Original research	Traditional and electronic modes of peer-review in L2 writing: The effectiveness of the modes	12
90	2003	Assessing the quality of bia	Original research	Web-based sources in L2 Learning, particularly the effects on academic writing: the quality and bias	13
91	2003	Engaged listenership in spo	Original research	Listenership in spoken academic discourse in tutor student meetings	10C
92	2003	The social and cultural life	Original research	Social and cultural life of English speaking international graduate students	14A
93	2003	Exploring six MBA students'	Original research	Summary writing processes of six first-year MBA students in a North American university	4Q
94	2003	Does talking with peers hel	Original research	Talking in convergent group discussion tasks	9D
95	2003	So what happens when the	Original research	Discussion groups, with or without the tutor	9E
96	SI 2003	This mystery…' a corpus-ba	Original research	The use of nouns to construct stance in academic writing	4L
97	SI 2003	Geologists' implicit persuas	Original research	The theme of evaluative dialogue in geologists' implicit persuasive strategies	15A

98	SI 2003	The stance of stance: a criti	Original research	Expression of evaluation in history and economics research articles	15B	
99	2004	Learning to critique EAP	Original research	Critical learning in EAP courses	2C1	
100	2004	Arguing about how the wor	Original research	Argumentation in the writing sections of IELTS test	4A	
101	2004	Discourse communities' an	Original research	Discourse communities and writing apprenticeship in undergraduate education students' writings	4L	
102	2004	Creativity, students' acade	Original research	Creativity in students' academic writing	4L	
103	2004	Attitude, certainty and allu	Original research	Appraisal resources employed by authors of research articles	11C	
104	2004	Investigating the classroom	Original research	The use of computer applications in EFL and ESL classrooms at Higher Education Institutions in UK	13	
105	2004	The peer seminar, a spoken	Original research	The peer seminar	17	
106	2004	The role of English in scient	Original research	English as an international language of science in various perspectives	18	
107	2004	Interactive discourse struct	Original research	Interactive discourse structuring	16A	
108	2004	Knock-on effects of mode-c	Original research	Knock-on effects of mode change in academic discourse	16D	
109	SI 2004	Retrospective labelling in p	Original research	Retrospective labelling in premise-conclusion meta-text	11D	11E
110	SI 2004	Academic journalese for th	Original research	Changes that native English editors make to texts written by non-native writers within the framework of academic journalese	4R	
111	2005	Thinking about thinking: Int	Original research	Self-reflection in an academic literacy course	1A1	
112	2005	Vocabulary knowledge diff	Original research	Vocabulary knowledge differences in placed and promoted EAP students	2F	
113	2005	Dimensions of difference:	Original research	University writing and IELTS writing	4A	4B
114	2005	Pandora's box: academic pe	Original research	Student plagiarism in writing	4C	
115	2005	From analysis to pedagogic	Original research	Using newspaper genres as a resource for school genres	5A	
116	2005	Hedging: an exploratory stu	Original research	Hedging; authors' and readers' conception	18	
117	2005	Arguing linguistics: corpus i	Original research	Arguing linguistics	20D	
118	2005	Pattern and meaning across	Original research	Pattern grammar and 'it' pattern and meaning across genres and disciplines	22K	
119	2005	Writing the qualitative diss	Original research	Qualitative dissertations, their motivation to choose qualitative research and their commitment to it	24B	
120	SI 2005	EFL writers' social networks	Original research	Social networks of EFL writers to develop advanced academic literacy	1A	
121	SI 2005	Introducing a conference p	Original research	Relation with the audience in the academic conferences, the presenter's language and gestures	9C1	
122	SI 2005	'It's like a story" Rhetorical	Original research	Rhetorical knowledge development in advanced academic literacy	19D	

123	SI 2005	Points of focus and positio	Original research	Nature of texts produced for assessment in PhD theses	24C	
124	2006	Stance in spoken and writt	Original research	Stance in spoken and written academic language	1C	
125	2006	Academic talk in American	Original research	Language of university classroom talk and academic prose and face-to-face conversation; a comparison	9A	
126	2006	Developing Chinese scienti	Original research	Publishing skills of Chinese scientists on workshops	27	
127	2006	Evaluative review in materi	Original research	Materials development; review and revision	28	
128	2006	Negotiating socioacademic	Original research	Socio-academic relations of L2 students' and their reaction to college faculty in the U.S	14B	
129	2006	Perceptions of the difficulti	Original research	Difficulties of L2 students in writing the discussion section of the thesis	24D	
130	2006	Pre-reading materials from	Original research	Pre-reading materials	29A1	
131	2006	Assessing and reporting pe	Original research	Assessment checklist and its validity in pre-sessional EAP support courses	33B	
132	SI 2006	High challenge, high suppo	Original research	Language and content instruction for linguistically and culturally diverse students in an English literature class	7	
133	SI 2006	Examining the theory/pract	Original research	Science register examining the relation of theory and practice in a high school	18	
134	SI 2006	'Academic English" in the 7t	Original research	Academic English in minority language classrooms in a middle school	1I	
135	SI 2006	Integrating academic langu	Original research	Academic language, thinking systematically and content in ESL middle grades	1J	
136	2007	Collocation and technicalit	Original research	Collocation and technicality in EAP classes for engineering students	2G	2H
137	2007	Tensions between textboo	Original research	Textbook pedagogy and literacy practices in first year economics writings	4D	4E
138	2007	Writing in multi-party com	Original research	Writings in computer conferences and single-authored assignments	4F	
139	2007	Writing at the graduate lev	Original research	Writing tasks in graduate courses and its implications for EAP curriculum design	4H	
140	2007	By-products': The added val	Original research	Students' perceptions of outcomes in academic writing courses and 'by-products'	4L	
141	2007	Occluded academic genres:	Original research	Occluded academic genre in MBA Thought Essays	5B	
142	2007	What enhances EFL student	Original research	EFL students' participation in lecture discourse	6A	
143	2007	Why EAP is necessary: A sur	Original research	Key problems that L2 speakers face in an English-medium university	14C	
144	2007	What's language got to do	Original research	Teachers' understanding of academic language instruction through science education	2R	
145	SI 2007	Learner corpora: The missin	Original research	Learner corpora in EAP pedagogy	2I	
146	SI 2007	Reconciling top-down and	Original research	Top-down and bottom-up approaches in a graduate writing programme designed using a corpus	4H	

147	SI 2007	A corpus-based look at ling	Original research	Classroom interaction; linguistic variation in teacher talk and student talk	20A	
148	SI 2007	Corpus tools as an affordan	Original research	Relationship between students' use of online corpus tools and academic discourse practices	2B1	16D
149	2008	Scaffolding academic litera	Original research	Scaffolding academic literacy with health science students	1A	
150	2008	Shell nouns as cohesive de	Original research	'Shell nouns" in ESL student writing	4I	
151	2008	Beyond the academic essay	Original research	Discipline-specific academic writing and its difficulties	4L	
152	2008	Academic literacy and plagi	Original research	University policies on textual plagiarism and international ESL students' academic writing performance	4L	
153	2008	Developing a profile of the	Original research	ESP needs of Iran; the case of nursing and midwifery students	34	
154	2008	More than just jargon- the	Original research	Specialist language in learning disciplinary knowledge	35	
155	2008	If-conditionals in medical d	Original research	If-conditionals in medical discourse	22A	16C
156	2008	Investigating the reading-t	Original research	Reading-to-write construct	29B2	
157	SI 2008	Publishing academic texts i	Original research	Publishing academic texts in English by the Polish; its difficulties and the perception of the Polish	27	
158	SI 2008	Publishing research in a sec	Original research	Medical writing; comparison of Sudanese and English research articles	4Q	4L1
159	2009	The impact of an EAP cours	Original research	Impact of an EAP course on postgraduate writing	2A	
160	2009	Moderating top-down polic	Original research	Top-down policy and supporting EAP curricular renewal	2J	
161	2009	The genre of syllabus in hig	Original research	The genre of syllabus in higher education	5C	
162	2009	Informational packaging, le	Original research	Use of circumstance adverbials, informational packaging and level of formality in academic presentations	9C1	
163	2009	English for research purpos	Original research	The use of English as the language of science in Spain	18	
164	2009	International engagement	Original research	Publishing internationally and locally; Hong Kong academics' views, international engagement and local commitment	27	
165	2009	PhD topic arrangement in '	Original research	PhD topic arrangement in discourse communities	16B	
166	2009	English academic style man	Original research	English academic style manuals	16D	
167	2009	The English definite article:	Original research	The English definite article "the"; ESL/EFL Grammars views and research findings on it	22B	22C
168	2009	Reading in preparation for	Original research	Reading in preparation for PhD thesis writing	29B	4J
169	2009	The role of reading strategi	Original research	Reading strategies in integrated reading and writing L2 tasks	29B	
170	2009	EAP reading and lexis for T	Original research	Reading English; academic English textbooks for Thai engineering undergraduates	29D	29F

171	2009	The use of we in a learner c	Original research	The use of 'we' in student writing	4Q	
172	2009	'This means that…": a lingui	Original research	Writing development as well as the increase in disciplinary knowledge	4Q	
173	SI 2009	Ethnographers of differenc	Original research	Ethnography in a critical EAP classroom	2C2	
174	SI 2009	The spatial politics of gend	Original research	Gender issues in EAP classroom practice	2L	
175	SI 2009	Contesting neoliberal disco	Original research	EAP Discourse	16E	
176	2010	Is this a stupid question? In	Original research	Academic interaction during the office hours between Chinese undergraduate students and the teaching staff	1E	
177	2010	Changing international stu	Original research	The delivery of an EAP programme, whether it supports the learning needs of the international students and a resulting model	2B	14D1
178	2010	Students' perspectives of a	Original research	EAP pathway program at a university in Australia and the perspectives of international students	2B	14G
179	2010	Theology lectures as lexical	Original research	Technical vocabulary use in the theology lectures in Canada	2F	
180	2010	Command strategies for bal	Original research	Command strategies in undergraduate writers' essays	4B	
181	2010	Academic discourse in Port	Original research	Academic writing practices in Portugal	4L	
182	2010	Teaching the academic argu	Original research	Production of written academic arguments as part of the required essays in Arabic speaking EFL students	4L	
183	2010	Textual and discoursal reso	Original research	Textual essay genre analysis in sociology and English	5D	
184	2010	Facilitating writing from so	Original research	Genre awareness, process and product management, in writing from sources	5E	4U
185	2010	Publishing and learning wri	Original research	Publishing and learning writing for publication of non-native English-speaking science students	27	
186	2010	The impact of the medium	Original research	Medium of instruction in Hong Kong secondary schools on tertiary students' academic vocabulary	2F1	
187	2010	Writing in an electronic age	Original research	Writing with pen and paper and keyboard and screen; L2 composing processes in writing	4S	
188	2011	Citation practices among n	Original research	Citation in academic writing by non-native expert and novice scientific writers	4G	
189	2011	Multi-draft composing: An i	Original research	Multi-draft composing in academic argument writing	4L	
190	2011	Taking an effective authori	Original research	Academic writing instruction based on Systemic Functional Linguistics	4L	
191	2011	From genre awareness to cr	Original research	Genre awareness and cross-genre awareness in an EFL context	5E	
192	2011	The frequency and the func	Original research	The word 'just' in British academic spoken English; frequency and functions	9C	
193	2011	Promoting reflection in sci	Original research	A web-based learning environment used by EAP students in an engineering faculty	13	

194	**2011**	Teaching mathematics and	Original research	Teacher beliefs in Math and Science classrooms taught in English in Malaysian schools	18		
195	**2011**	ESL reading textbooks vs. u	Original research	ESL reading textbooks and university textbooks; the content of them and how much the students get input from them	28		
196	**2011**	Is what I need what I want?	Original research	Needs of EFL college students in English courses for EGP and ESP/EAP	14D		
197	**2011**	The impact of EAP study on	Original research	The effect of EAP course on academic experiences of international students	14H		
198	**2011**	English-medium masters' p	Original research	Attitudes, experiences and challenges of the students and lecturers at English-medium masters' programmes at an Austrian university	14I	14J	14C
199	**2011**	Examiners' reports on thes	Original research	Examiners' reports on postgraduate theses	24H		
200	**2011**	Teachers' decision-making	Original research	The design of EAP reading materials by Lithuanian teachers of English in a tertiary education context	29D1		
201	**SI 2011**	Into the mind of the acade	Original research	Mental process of an academic listener in an academic lecture	10A		
202	**2012**	Exploring teacher beliefs in	Original research	Teacher beliefs in EAP at low proficiency levels	2N		
203	**2012**	Theme choice in EAP and m	Original research	Theme in EAP and journalism	2O		
204	**2012**	Argument! Helping studen	Original research	Argumentation in undergraduate student writing	4B		
205	**2012**	'I ain't changing anything":	Original research	Writing of immigrant college students	4B		
206	**2012**	Gauging the effectiveness	Original research	The effectiveness of anti-plagiarism software on students	4C		
207	**2012**	Effects of an efficacy-focus	Original research	Academic writing, effects of efficacy teaching approach with L2 students	4L		
208	**2012**	Laughter in university lectu	Original research	Laughter in university lectures	6B		
209	**2012**	What they highlight is…: Th	Original research	The functions of wh-clefts in lectures	6C		
210	**2012**	Preparing history teachers t	Original research	Integrating language teaching to teaching History for English learners	7		
211	**2012**	Vague language in confere	Original research	Language of Conference abstracts	9C1		
212	**2012**	She has received many hon	Original research	Identity construction in article bio statements	11K		
213	**2012**	Use of Google Scholar in co	Original research	Google Scholar corpus-based EAP research	13A		
214	**2012**	Metadiscourse repertoire o	Original research	Meta-discourse in L1 Mandarin speaker students' writings in English	16F		
215	**2012**	Rhetorical structure and lin	Original research	Rhetorical structure and linguistic features of Taiwanese case presentations and reports and their comparison with international medical journal articles	19E		
216	**2012**	An exploration of planning	Original research	Planning of an EFL academic language development	1K		

217	2012	Linking adverbials in acade	Original research	Linking adverbials in academic writing	22F	4L	
218	2012	Verb form indicates discour	Original research	Verb form in biological research papers	22	4L	
219	2012	Change and stability: Exami	Original research	Macrostructure of doctoral theses in the visual and performing arts	24I		
220	2012	Investigating the relationsh	Original research	Academic attainment and the use of EAP	2U	4L	
221	2012	Getting interpersonal on a	Original research	Audience engagement strategies in the writing of a student preparing for the university entrance exam	4T		
222	SI 2012	Using systemic functional li	Original research	Systemic functional linguistics in academic writing in film studies	20B	4L	
223	SI 2012	Arguing as an academic pur	Original research	Argumentation as an academic purpose, asynchronous conferencing to support argumentative dialogue	2T		
224	SI 2012	Genres and registers of stu	Original research	Genres and registers of student writing in an systemic functional perspective	4P		
225	2013	Investigating academic phr	Original research	Academic phraseology in combinations in frequent words	1F		
226	2013	Developing the Academic C	Original research	Academic Collocation List	1G		
227	2013	Critical English for academi	Original research	Critical EAP	2C		
228	2013	Do journal authors plagiariz	Original research	Plagiarism across disciplines	4C		
229	2013	Academic writing in the bu	Original research	Academic writing in business programs; the business case report	4L		
230	2013	Novice ESL writers: A longit	Original research	Situated academic writing processes of TESOL students	4L	26B	
231	2013	Formulaic sequences and E	Original research	Lexical bundles in TOEFL IBT writings and EAP writing development	4M	4N	
232	2013	Form and function of citati	Original research	Citations in discussion sections of Master's theses and research articles	11A	24D	
233	2013	'Convenience editors'' as le	Original research	English teachers' scientific editing work	18		
234	2013	A non-native student's exp	Original research	Interactions of a non-native graduate student with native peers in academic literacy development	14E	1A	
235	2013	A genre-based investigatio	Original research	Applied linguistics book reviews in English and Brazilian Portuguese	20C		
236	2013	A contrastive study of the v	Original research	Sentence connectors and rhetorical choices in academic English	22H	19E	4L1
237	2013	Exploring the factors that af	Original research	Reading comprehension, the factors that affect EAP learners	29C		
238	2013	Multilingual reading profici	Original research	Relationship between reading habits and ability in English among L2 students	29E		
239	2013	A corpus-based study of ac	Original research	Academic vocabulary in chemistry research articles	2F1		
240	2013	In-house or commercial sp	Original research	Speaking tests in EAP assessment	33B		
241	SI 2013	Task requirements, task re	Original research	Self-reported citation, task requirements and task representation in student writing	4G		

#	Year	Title	Type	Description	Code 1	Code 2	Code 3
242	SI 2013	'Why am I paraphrasing?":	Original research	Paraphrasing practices in academic writing reading of undergraduate ESL writers	4L		
243	SI 2013	Where from, who, why and	Original research	Use of sources by first year L2 university students	28		
244	SI 2013	Investigating the reading-t	Original research	Reading-to-write processes ad source use of L2 students	29B2		
245	SI 2013	Three ESL students writing	Original research	Activity theory on the L2 writing process of three ESL students	4U		
246	SI 2013	The development of source	Original research	Development of source use by international students at postgraduate level	4U		
247	2014	Learning transfer in English	Original research	Transfer in EAP context	2P		
248	2014	Disciplinary and ethnolingu	Original research	Citation in research articles and its influences	4G		
249	2014	Exploring the relationships	Original research	Learning preferences, prewriting tasks and text quality of EAP students	4M	16E	
250	2014	Guiding the reader (or not)	Original research	Coherence in postgraduate EAP writing	4M2		
251	2014	Formulaic language in L1 an	Original research	Formulaic language in L1 and L2 academic writing	4O		
252	2014	You' and 'I' in university se	Original research	You' and 'I' in university seminar talk and student classroom task talk	9A	9B	
253	2014	Selecting quantitative data	Original research	Using quantitative data for qualitative analysis	25		
254	2014	Submission letters for acad	Original research	Submission letters for academic publication	27		
255	2014	Publishing research in Engli	Original research	Publishing research in English language journals written by multilingual scholars	27		
256	2014	Writing for publication in li	Original research	Publication in linguistics	27	20	
257	2014	Identifying academically at	Original research	Academically at-risk students at an English-medium university in a foreign country	14F		
258	2014	Tracking movement toward	Original research	Movement toward academic language with multilingual students	1M		
259	2014	Development of noun phra	Original research	Noun phrase complexity in the writing of EAP students	22I	4M	
260	2014	Multiword constructions in	Original research	Multiword constructions in business and engineering university textbooks and EAP textbooks	22J	28	2E
261	2014	Designing L2 reading to wri	Original research	Reading to write tasks in online higher education	29B1		
262	2014	Accounting for the great di	Original research	Features of clarity in analytic and continental philosophy articles	4L1		
263	SI 2014	Canada has two official lan	Original research	Canadian scholars' language choices and practices	1H		
264	SI 2014	Theoretical subtleties' or 't	Original research	Demands and difficulties of German researchers when writing in English across disciplinary cultures	25		
265	SI 2014	English for research publica	Original research	English in research publication and dissemination in bi-literate or multi-literate contexts	27		
266	SI 2014	Parallel language use in aca	Original research	Parallel language use and academic publication	27		
267	SI 2014	Seeking entry to the North	Original research	Chinese management academics international publishing	27		

	1. Year	2. Name of the article	3. Type of article	4. Purpose	5. Verb	6. Purpose Code
1	SI 2008	Medical writing at the pe	Meta-analysis	to evaluate the similarities and divergences between English MEDs written by Italian and NS researchers	evaluate	31
2	2011	Multi-draft composing: A	Original research article	to introduce the iterative multi-draft model, a revised and more manageable version of the traditional multi-draft model that can be used specifically with ESL writers to help them master essential writing skills in academic argumentation	introduce	30
3	2014	Accounting for the great	Original research article	to make explicit the 'great divide' between analytic and continental philosophy by examining how the importance of clarity in analytic philosophy, largely connected to its alignment with scientific inquiry, influences use of certain linguistic features and distinguishes analytic from continental journal articles	make explicit	29
4	SI 2013	The development of sour	Original research article	to help fill the gap of research on learning to use sources by examining the source use of three Chinese postgraduate students if business, technology and public relations	help fill the gap	28
5	2013	Academic writing in the	Original research article	to support the development of pedagogical practice in the teaching of case report writing by reporting a genre-based study of a corpus of 53 marketing and marketing management case reports written by native and non-native speakers of English postgraduate students at a UK university	support	27
6	2012	'I ain't changing anything'	Original research article	to understand the relationship between success in college and L2 academic writing of three Generation 1,5 Russian-speaking middle-class college students and to describe the factors that could have contributed to the levels of academic literacy that these students developed	understand	26
7	2011	Adverbials of result: Phra	Meta-analysis	to combine the use of corpus techniques with discourse analysis to investigate adverbials of result in the writing of advanced academic student writers and to focus on phraseology and functions of thus, therefore, hence, then, so and consequently	combine	25
8	2010	Writing in an electronic a	Original research article	to answer the questions of how time is allocated to different composing processes in a research paper from receipt of prompt to submission of product written in an electronic environment over a period of weeks and what behaviours characterise each of these processes	answer	24
9	SI 2010	Who's citing whose writi	Meta-analysis	to foreground the significance of the geo-linguistic dimension to citation practices which is often backgrounded in studies of scholarly disciplinary community building citations in a corpus of English medium articles	foreground	23
10	2010	Facilitating writing from	Original research article	to reflect on and theorise the experience of developing a postgraduate core subject in EAP, exploring the role of both genre awareness and process management in facilitating writing from sources	reflect	22
11	2010	Academic discourse in Po	Original research article	to gauge whether or not there exists in Portugal an academic discourse or discourses that are different in form and function to the hegemonic English Academic Discourse	gauge	21
12	2009	Reading in preparation f	Original research article	to add to the line of inquiry; reading in preparation for PhD thesis writing, by examining how a group of doctoral students selected the key readings some of which have informed the theoretical frameworks and the	add to	20

				methodologies of their students as reflected in the literature reviews of their theses		
13						
	SI 2007	Reconciling top-down an	Original research article	to show how top-down and bottom-up approaches can be reconciled in EAP writing materials through a pedagogical approach which combines discourse analysis with corpus investigation	show	19
14	**2012**	Investigating the relation	Original research article	to determine whether differences in academic attainment between university students could be correlated with their use of EAP	determine	18
15	**2010**	Teaching the academic ar	Original research article	to discuss a teaching/learning methodological approach that has been successful among Arabic speakers and to propose that this method could be used in EFL/EAP classrooms in many parts of the world	discuss	17
16	**SI 2013**	'Why am I paraphrasing?"	Original research article	to discuss a study of two mainland Chinese students' engagement with paraphrasing in an undergraduate academic writing course, with a particular focus on their understanding of the purposes and functions of paraphrasing and how such understanding influenced their paraphrasing practices	discuss	17
17	**2005**	Dimensions of differenc	Original research article	to provide some guidance on preparing students for university study and for IELTS Test through an analysis of the type of writing required in the two domains	provide	16
18	**2010**	Publishing and learning	Original research article	to provide a framework for understanding the learning of writing skills and publishing practices of non-native English speaking PhD students by investigating their perceptions of publishing and learning to write for publication	provide	16
19	**2007**	Writing at the graduate l	Original research article	to discover what writing tasks are required in the coursework of graduate students at the university under study, how the assignment of these tasks varies across academic departments, and how frequently these particular tasks are required	discover	15
20	**2014**	Guiding the reader (or no	Original research article	to contribute to understanding of coherence, a term widely used but relatively under-theorised in the EAP literature by reporting a qualitative inquiry to explore two aspects of coherence in fairly advanced EAP writing	contribute	14
21	**2014**	Development of noun ph	Original research article	to consider academic writing produced by two groups of graduate L2 writers using the hypothesized developmental progression index suggested by Biber, Gray and Poonpon (2011).	consider	13
22	**2012**	Gauging the effectivenes	Original research article	to assess the effectiveness of Turnitin, to compare the writing behaviour of students in two equivalent classes, one of which was aware that their essays would be assessed for originality, while the other was not	assess	12
23	**2007**	Rhetorical functions of ci	Meta-analysis	to compare rhetorical citation functions in eight high- and low-graded master's theses in the field of gender studies written in English as a second language	compare	11

24						
	2014	Formulaic language in L1	Original research article	to compare convergent and divergent usage of lexical bundles in three large variables, L1 English, L2 English and L1 Spanish identifying core bundles and contend that writers' usage of these bundles determined by the register and comparing e the structures and functions of bundles specific to one or to two language variables to exemplify how these distinctive bundles build different pragmatic meanings in the texts	compare	11
25	SI 2008	Publishing research in a s	Original research article	to compare published writing produced by British and Sudanese medical researchers	compare	11
26	2011	Taking an effective autho	Original research article	to illustrate how a systemic functional linguistics analysis can identify and render explicit to second language writers some ways published authors can create textures of expanding and contracting options as research is presented, reviewed and evaluated	illustrate	10
27	2012	Effects of an efficacy-foc	Original research article	to focus on academic writing, considering the effects of an efficacy focused teaching approach on second or foreign language English language, linguistics and literature students' knowledge of what constitutes academic writing, their comfort discussing it and the role	focus	9
28	SI 2010	Moulding interpersonal r	Meta-analysis	to focus on the interpersonal potential of the conditional clauses as a rhetorical device for establishing a dialogue between the author and the reader of an academic text in search for shared understanding and consensus	focus	9
29	2007	Writing in multi-party co	Original research article	to identify ways in which students present their opinions in both computer conferences and in single-authored essays	identify	8
30	2008	Shell nouns as cohesive	Original research article	to analyse the use of a special type of unspecific noun "shell nouns" which are frequently used as cohesive devices in the written production of scientists and international graduate students	analyse	7
31	2013	A contrastive study of th	Original research article	to analyse whether native English speakers and non-native English speakers vary the frequency of connectors and their use across different sections of research papers depending on the rhetorical choices of the writers to construct identity	analyse	7
32	2012	Argument!' Helping stud	Original research article	to present research into undergraduate students' concepts of argument when they arrive at university, difficulties they experience with developing arguments in their essays, and the type and quality of instruction they receive	present	6
33	SI 2012	Using systemic functiona	Original research article	to present an action research project into the teaching of EAP in the first year university film studies course focusing on one of the essay assignments which students wrote early in their study, and is identified as an exemplar of a key student film analysis genre	present	6
34	2003	Exploring six MBA studen	Original research article	to describe six MBA students' uses of strategies to complete course-related summary tasks and explore how these composing strategies related to the participants' previous working and writing experiences	describe	5

35				to describe aspects of research project which used linguistics and intertextual analysis		
	2007	Tensions between textb	Original research article	of student writing to investigate the relationship between the academic curriculum and student voice in a first year economics course at a South African university	describe	5
36				to describe a user experiment that investigates whether for biological readers,		
	2012	Verb form indicates disc	Original research article	the sense correlation of verb tense has a psychological correlate	describe	5
37				to describe how an investigation of genres of academic writing in the		
	SI 2012	Genres and registers of s	Original research article	British Academic Written English corpus draws on an exploration of the social context of assessed student writing to support the analysis of texts with an Introduction, methods, results and discussion type structure	describe	5
38	**2002**	Critical analysis versus d	Original research article	to report on students writing in terms of critical analysis and description, text types and the genre structure	report	4
39				to report on the analysis of a corpus of scripts, whose focus is on the range of argument structures deployed by students, written in response		
	2004	Arguing about how the w	Original research article	to a section of the IELTS (International English Language Test Systems) test requiring students to write a short argument essay.	report	4
40				to report on a project that investigated the nature and dynamics of academic writing		
	2008	Beyond the academic ess	Original research article	in pre-registration nursing and mid-wifery at a UK university	report	4
41				to report on a longitudinal study which mapped from a lexico-grammatical perspective		
	2009	'This means that…": a ling	Original research article	how L1 education students' writing developed as their disciplinary knowledge increased	report	4
42				to report the results of a case study on citation practices in 14 research papers written		
	2011	Citation practices among	Original research article	by non-native expert and novice writers who belong the same discipline and work in a major research university in Malaysia	report	4
43				to report an investigation into the use of linking adverbials in the academic writing of		
	2012	Linking adverbials in aca	Original research article	Chinese doctoral students	report	4
44				to report on a study designed to investigate cross-disciplinary and cross-linguistic		
	2014	Disciplinary and ethnolin	Original research article	variations of multiple citation features from the unifying perspective of Bakhtinian dialogism	report	4
45				to investigate the ways advanced academic literacy and awareness of power		
	2006	Rhetorical strategies in e	Meta-analysis	asymmetries and academic communities define authors' rhetorical strategies in research articles and research theses	investigate	3
46				to investigate how published academics and students writing their MA dissertations		
	2009	Commenting on results i	Meta-analysis	present claims based on the results of their research	investigate	3
47				to investigate the extended linguistic environments in which the demonstratives		
	2010	On the use of demonstra	Meta-analysis	this and these are used with the goal of understanding how expert writers employ demonstratives as pronouns and determiners to create cohesion using a corpus of academic research articles in Education and Sociology	investigate	3

48	**2014**	Exploring the relationshi	Original research article	to investigate the relationship among students' preferences for collaboration, the format of prewriting tasks and student text quality in an EAP course	investigate	3
49	**SI 2003**	This mystery…' a corpus-	Original research article	to investigate the construction of stance through nouns in two corpora of theses, 200,000 words in politics/international relations and 300,000 words in materials science	investigate	3
50	**SI 2004**	Academic journalese for	Original research article	to investigate, within the textual framework of academic journalese, what happens to Danish and Finnish writers' texts when edited by native English-speaking editors for publication on the World Wide Web	investigate	3
51	**2002**	Literacy and disciplinary	Meta-analysis	to explore whether those writings are school or real products, whether there is coherent audience and whether they are their personal voice	explore	2
52	**2004**	Creativity, students' acad	Original research article	to explore what students and teachers in one setting had to say about creativity and related topics as they commented upon academic writing in a university English Language degree programme	explore	2
53	**2004**	Discourse features of the	Meta-analysis	to explore the nature of research papers from two disciplinary graduate courses, to increase our understanding of this heterogeneous genre and the dimensions along which it can vary across sub-disciplines.	explore	2
54	**2007**	By-products': The added	Original research article	to explore students' perceptions of non-writing outcomes of their academic writing courses-the 'by-products'- in a greater diversity of settings and to understand the pedagogical sources and links which may lead to their emergence	explore	2
55	**2009**	The use of we in a learne	Original research article	to explore how Spanish EFL Engineering students use first person plural pronouns in multi-authored report writing by examining the discourse functions of the pronoun 'we' in a corpus of 55 reports written by Spanish students	explore	2
56	**2012**	Differences in quality be	Meta-analysis	to explore potential problems in ELT academics in Thailand in getting their research published in international journals	explore	2
57	**2012**	Getting interpersonal on	Original research article	to explore the types of audience engagement strategies used by a Japanese secondary school student in an after school course preparing for a high stakes impromptu academic writing task on university entrance exam	explore	2
58	**2013**	Do journal authors plagia	Original research article	to explore the extent of matching text published journal articles and how the number of authors and their various official languages influence the extent to which matching text appears	explore	2
59	**2013**	Novice ESL writers: A lon	Original research article	to explore the situated academic writing processes of three ESL writers as they researched, planned and wrote three modular assignments over the course of their first academic year on a UK university, undergraduate TESOL programme	explore	2

60	**2014**	On the function of stance	Meta-analysis	to explore the function of expressing external viewpoints with stance-neutral frames in academic writing	explore	2
61	**SI 2013**	Task requirements, task r	Original research article	to explore the relationship between task requirements, task representation and self-reported citation functions in texts by investigating a successful L2 master's student's perspective on her citing behaviour in two different assignments written in response to tasks set by subject lecturers in the student's field of study	explore	2
62	**2004**	Discourse communities'	Original research article	to examine the concepts of discourse community and writing apprenticeship in the context of undergraduate education students' writing.	examine	1
63	**2005**	Pandora's box: academic	Original research article	to examine the dilemmas EAP staff face when dealing with student plagiarism in the tertiary classroom and to encourage policy makers and academic staff to acknowledge the concerns about implementation of plagiarism policy	examine	1
64	**2007**	Key writing challenges of	Meta-analysis	to examine the complexities of writing research at the academic/ professional interface building on the increasing interest with EAP in postgraduate literacy development	examine	1
65	**2008**	Academic literacy and pl	Original research article	to examine how university plagiarism policies interact with international graduate students' academic writing in English as they develop identities as authors and students	examine	1
66	**2010**	Command strategies for	Original research article	to examine how undergraduate writers adopt various commanding strategies of "shouldness" in their expository essays and the extent to which their adoptions relate to the success in the assessment of essay writing	examine	1
67	**2013**	Formulaic sequences and	Original research article	to examine the use of lexical bundles in written responses across three proficiency levels in the TOEFL IBT	examine	1
68	**SI 2013**	Three ESL students writin	Original research article	to examine three ESL students' activities of fulfilling a policy paper assignment at a university in Hong Kong by using activity theory	examine	1

APPENDIX J: Research Methods

	1. Year	2. Name of the article	3. Article type	4. Method	6. Method code
1	SI 2013	Three ESL students writi	Original research article	Activity theory	1
2	2004	Arguing about how the w	Original research article	Analysis of argument structure	2
3	2012	Argument!' Helping stud	Original research article	Argumentation definition framework	2
4	2014	Exploring the relationshi	Original research article	Analysis of focal participants	3
5	SI 2013	The development of sou	Original research article	Appraisal theory	4
6	2013	Formulaic sequences an	Original research article	Bundle analysis	5
7	2014	Formulaic language in L1	Original research article	Bundle analysis	5
8	2012	'I ain't changing anything'	Original research article	Case-study	6
9	2007	Writing at the graduate l	Original research article	Case-study	6
10	2010	Writing in an electronic a	Original research article	Exploratory case study	6
11	2013	Novice ESL writers: A lon	Original research article	Longitudinal case study	6
12	2012	Effects of an efficacy-foc	Original research article	Single experimental case	6
13	2007	By-products': The added	Original research article	Content analysis	7
14	2012	Differences in quality be	Meta-analysis	Content analysis	7
15	2007	Writing in multi-party co	Original research article	Corpus analysis	8
16	2007	Rhetorical functions of ci	Meta-analysis	Corpus analysis of rhetorics	8
17	2010	On the use of demonstra	Meta-analysis	Corpus investigation	8
18	2006	Rhetorical strategies in e	Meta-analysis	Corpus investigation	8
19	2014	Accounting for the great	Original research article	Corpus linguistics analysis	8
20	SI 2010	Moulding interpersonal r	Meta-analysis	Corpus analysis	8
21	2008	Shell nouns as cohesive	Original research article	Corpus-based methodology	8
22	2009	The use of we in a learne	Original research article	Frequency analysis of corpus	8
23	2012	Linking adverbials in aca	Original research article	Corpus investigation	8
24	SI 2003	This mystery…' a corpus-	Original research article	Investigation of two corpora	8
25	SI 2008	Publishing research in a s	Original research article	Move analysis of two corpora	8
26	2012	Gauging the effectivenes	Original research article	Data tabulation and analysis	9
27	SI 2004	Academic journalese for	Original research article	Descriptive method, com	10
28	2012	Investigating the relatio	Original research article	Diagnostic language assessment	11
29	2011	Adverbials of result: Phr	Meta-analysis	Discourse analysis	12
30	2012	Verb form indicates disc	Original research article	Discourse analysis	12
31	2005	Dimensions of differenc	Original research article	Discourse analysis	12
32	2008	Academic literacy and pl	Original research article	Discourse analysis	12
33	2010	Academic discourse in P	Original research article	Discourse analysis	12
34	SI 2007	Reconciling top-down an	Original research article	Discourse analysis and corpus investigation	12
35	2005	Pandora's box: academic	Original research article	Exploration of plagiarism perceptions through questionnaires and interviews	13
36	SI 2012	Using systemic functiona	Original research article	Action research approach	14
37	2011	Citation practices among	Original research article	Functional linguistic	14

				investigation	
38	2002	Critical analysis versus d	Original research article	Functional linguistic investigation	14
39	2013	A contrastive study of th	Original research article	Functionalist analysis	14
40	2011	Taking an effective auth	Original research article	Systemic functional linguistics analysis	14
41	2004	Discourse features of the	Meta-analysis	Genre analysis	15
42	2008	Beyond the academic ess	Original research article	Genre analysis	15
43	2013	Academic writing in the	Research article	Genre analysis	15
44	SI 2012	Genres and registers of s	Research article	Genre analysis	15
45	2010	Facilitating writing from	Research article	Genre learning analysis	15
46	2009	Commenting on results i	Meta-analysis	Genre-based description	15
47	2010	Publishing and learning	Original research article	Grounded theory approach	16
48	2014	Development of noun ph	Original research article	Hypothesised development	17
49	2004	Discourse communities'	Original research article	Integrated research meth	18
50	2004	Creativity, students' acad	Original research article	Investigation through list	19
51	SI 2013	'Why am I paraphrasing?'	Original research article	Iterative data analysis	20
52	2011	Multi-draft composing: A	Original research article	Iterative model	20
53	2007	Tensions between textb	Original research article	Linguistic and intertextual analysis	21
54	2009	'This means that…": a lin	Original research article	Longitudinal study	22
55	SI 2013	Task requirements, task r	Original research article	Mixed-method study	23
56	2010	Teaching the academic ar	Original research article	Qualitative analysis of sample essays	25
57	2002	Literacy and disciplinary	Meta-analysis	Qualitative exploration of EAP practice	25
58	2014	Guiding the reader (or n	Original research article	Qualitative inquiry	25
59	2013	Do journal authors plagia	Original research article	Qualitative judgement	25
60	2014	On the function of stanc	Meta-analysis	Qualitative quantitative engagement-analytical practice	26
61	SI 2010	Who's citing whose writi	Meta-analysis	Quantitative and qualitative analysis	26
62	2014	Disciplinary and ethnolin	Original research article	Quantitative and textual analysis	27
63	SI 2008	Medical writing at the pe	Meta-analysis	Rhetorical investigation	28
64	2007	Key writing challenges of	Meta-analysis	Text analysis	29
65	2012	Getting interpersonal on	Original research article	Text analysis	29
66	2010	Command strategies for	Original research article	Theoretical framework	30
67	2009	Reading in preparation f	Original research article	Theoretical story analysis	30
68	2003	Exploring six MBA stude	Original research article	Thinking aloud protocol	31

	1. Year	2. Name of the article	3. Article type	4. Main issues covered	5. M. i. c. Codes	6. M. i. C. Codes	7. M. i. C. Codes
1	2013	Novice ESL writers: A lo	Original research article	Academic writing planning process	3		
2	2007	Key writing challenges	Meta-analysis	Carrying out research in writing, literature reviews	4	12C	
3	2009	Reading in preparation	Original research article	Reading to write, thesis writing	5	12A	
4	2010	Command strategies for	Original research article	Descriptive writing, stance in writing, identity in writing	7	6A	11B
5	2002	Critical analysis versus	Original research article	Critical writing, Descriptive writing	8	7	
6	2002	Critical analysis versus	Original research article	Critical writing, Descriptive writing	8	7	
7	2009	The use of we in a learn	Original research article	Personal and reflective writing	9		
8	SI 2013	Three ESL students writi	Original research article	Source-based writing	10		
9	SI 2013	'Why am I paraphrasing	Original research article	Source-based academic writing, paraphrasing	10	10C	
10	2003	Exploring six MBA stude	Original research article	Disciplinary writing	12		
11	2009	'This means that…": a li	Original research article	Discipline specific writing	12		
12	SI 2012	Genres and registers of	Original research article	Genres of academic writing, research report genre, assessment of register in writing	12	12F	6M
13	2008	Beyond the academic e	Original research article	Discipline specific writing	12		
14	2010	Academic discourse in P	Original research article	Genre and discipline based writing, contrastive rhetoric	12	6G	
15	2014	On the function of stanc	Meta-analysis	Thesis writing, discipline specific writing	12	12A	
16	2010	Facilitating writing from	Original research article	Genre and discipline based writing, writing from sources	12	10D	
17	2005	Pandora's box: academi	Original research article	Plagiarism	10A		
18	2012	Gauging the effectiven	Original research article	Plagiarism	10A		
19	2013	Do journal authors plagi	Original research article	Plagiarism	10A		
20	2008	Academic literacy and p	Original research article	Plagiarism	10A		
21	SI 2010	Who's citing whose writ	Meta-analysis	Citation	10B		
22	2011	Citation practices amon	Original research article	Citation	10B		
23	2013	Task requirements, task	Original research article	Citation	10B		

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24	2007	Tensions between text	Original research article	Student voice in writing, Economics textbooks	11A	12
25	2013	A contrastive study of t	Original research article	Identity in academic writing, sentence connectors	11B	6B
26	2002	Literacy and disciplinary	Meta-analysis	Thesis writing	12A	
27	2009	Commenting on results	Meta-analysis	Thesis writing	12A	
28	2007	Rhetorical functions of	Meta-analysis	Thesis writing, citation	12A	10B
29	2004	Discourse communities'	Original research article	Thesis writing, language	12A	6
30	SI 2004	Academic journalese fo	Original research article	Academic journalese	12B	
31	2010	Publishing and learning	Original research article	International journalese, advisor-advisee relationship	12B	2B
32	2014	Accounting for the grea	Original research article	Journal articles	12B	
33	SI 2008	Medical writing at the p	Meta-analysis	Medical writing	12D	
34	SI 2008	Publishing research in a	Original research article	Medical writing	12D	
35	2004	Arguing about how the	Original research article	IELTS writing, argument genre writing	12E	8
36	2005	Dimensions of differen	Original research article	IELTS writing	12E	
37	2014	Disciplinary and ethnoli	Original research article	Research report writing, citation	12F	10A
38	2011	Taking an effective auth	Original research article	Research article introductions, rhetorical moves	12F	6G
39	2012	Verb form indicates dis	Original research article	Research writing, discourse segment types	12F	6P
40	2012	Differences in quality b	Meta-analysis	International research writing	12F	
41	2006	Rhetorical strategies in	Meta-analysis	Research articles, theses	12F	12A
42	2004	Discourse features of th	Meta-analysis	Research papers	12F	
43	2013	Academic writing in the	Original research article	Business writing	12G	
44	2013	Formulaic sequences an	Original research article	TOEFL IBT writing, lexical bundles	12H	6K
45	SI 2012	Using systemic function	Original research article	Film analysis writing	12J	
46	2010	Writing in an electronic	Original research article	Writing pen and paper, computer-based writing	13A	13B
47	2012	Investigating the relatio	Original research article	Writing assessment	14	
48	2012	Getting interpersonal o	Original research article	Reader in academic writing	1A	
49	2007	By-products': The adde	Original research article	Learning outcomes	1B	
50	2012	Effects of an efficacy-fo	Original research article	Students' perceptions of academic writing, participating in the academic community	1B	2A

51	2007	Writing at the graduate	Original research article	Understanding the types of writing tasks	1C	
52	2012	'I ain't changing anythin	Original research article	Academic writing skills needed for success	1	
53	2011	Multi-draft composing:	Original research article	Multi-draft composing	3A	
54	2014	Exploring the relationsh	Original research article	Pre-writing discussions	3B	
55	SI 2003	This mystery…' a corpus	Original research article	Stance, thesis writing	6A	12A
56	2011	Adverbials of result: Ph	Meta-analysis	Linking adverbials, phraseology and functions	6B	6
57	2012	Linking adverbials in ac	Original research article	Linking adverbials, thesis writing	6B	12A
58	SI 2010	Moulding interpersonal	Meta-analysis	Conditional clauses, research writing	6C	12F
59	2007	Writing in multi-party c	Original research article	The pronoun 'it', first person pronouns, reflective writing	6D	6E
60	SI 2007	Reconciling top-down a	original research article	Concordancing, rhetorical function in academic writing	6F	6G
61	2008	Shell nouns as cohesive	original research article	Lexico-grammatical patterns in academic writing, shell nouns	6H	6I
62	2014	Formulaic language in L	original research article	Lexical bundles, formulaicity in academic writing	6K	6M
63	2014	Guiding the reader (or n	original research article	Coherence in writing, argumentative writing	6L	8A
64	2010	On the use of demonstr	Meta-analysis	Coherence in writing, use of demonstrative pronouns	6L	6O
65	2014	Development of noun p	original research article	Noun phrases	6N	
66	2012	Argument!' Helping stu	original research article	Argumentation writing	8A	
67	2010	Teaching the academic	original research article	Argumentative writing	8A	
68	2004	Creativity, students' aca	original research article	Creativity in academic writing	9A	