### Index

<table>
<thead>
<tr>
<th>Term</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academically bilingual</td>
<td>85</td>
</tr>
<tr>
<td>Academic knowledge, negotiating</td>
<td>29–31</td>
</tr>
<tr>
<td>Academic literacy instruction in North American tertiary education,</td>
<td>42–43</td>
</tr>
<tr>
<td>history of</td>
<td></td>
</tr>
<tr>
<td>Academic writing</td>
<td>61</td>
</tr>
<tr>
<td>Accelerated Schools movement</td>
<td>29</td>
</tr>
<tr>
<td>Aims and Scope statements in journals</td>
<td>92</td>
</tr>
<tr>
<td>Alderson, J. C.</td>
<td>151, 158</td>
</tr>
<tr>
<td>American education, reforms in</td>
<td>29</td>
</tr>
<tr>
<td>Annual Review of Applied Linguistics</td>
<td>70</td>
</tr>
<tr>
<td>Annual Review of Information Science and Technology</td>
<td>70</td>
</tr>
<tr>
<td>Anstrom, K.</td>
<td>22–23</td>
</tr>
<tr>
<td>Antecedent genres</td>
<td>9</td>
</tr>
<tr>
<td>Applied linguistics</td>
<td>108, 109</td>
</tr>
<tr>
<td>Atkinson, D.</td>
<td>63</td>
</tr>
<tr>
<td>Auerbach, E.</td>
<td>279</td>
</tr>
<tr>
<td>Austin, J. L.</td>
<td>293</td>
</tr>
<tr>
<td>Australian Government Publishing Service</td>
<td>245</td>
</tr>
<tr>
<td>Australian Sydney School</td>
<td>208</td>
</tr>
<tr>
<td>Authentic materials</td>
<td>258</td>
</tr>
<tr>
<td>as models for teaching</td>
<td>258</td>
</tr>
<tr>
<td>presence of, in classroom</td>
<td>9</td>
</tr>
<tr>
<td>Authentic pedagogy</td>
<td>29, 30</td>
</tr>
<tr>
<td>Bachman, L.</td>
<td>27, 149, 150, 151, 158</td>
</tr>
<tr>
<td>Backward mapping</td>
<td>31–32</td>
</tr>
<tr>
<td>Badger, R.</td>
<td>171, 172</td>
</tr>
<tr>
<td>Bakan, A.</td>
<td>266, 277</td>
</tr>
<tr>
<td>Bakhtin, M. M.</td>
<td>44, 187, 212</td>
</tr>
<tr>
<td>BALEAP (British Association of Lecturers in English for Academic Purposes)</td>
<td>12</td>
</tr>
<tr>
<td>Banerjee, J.</td>
<td>151, 158</td>
</tr>
<tr>
<td>Bank of English</td>
<td>4, 5</td>
</tr>
<tr>
<td>Barron, C.</td>
<td>236, 237</td>
</tr>
<tr>
<td>Bartholomae, D.</td>
<td>42</td>
</tr>
<tr>
<td>BAZERMAN, C.</td>
<td>44, 187, 208, 291</td>
</tr>
<tr>
<td>Beardsley, R. S.</td>
<td>216, 217, 222</td>
</tr>
<tr>
<td>Belcher, Diane D.</td>
<td>1, 2, 3, 9, 63, 67, 68, 69–70, 76, 108, 109, 111, 215, 229, 239, 240, 265, 292</td>
</tr>
<tr>
<td>BELF (Business English as a Lingua Franca)</td>
<td>5, 15, 129</td>
</tr>
<tr>
<td>comparing professional and aspiring negotiators</td>
<td>117–20</td>
</tr>
<tr>
<td>consequences of choosing as corporate language</td>
<td>114–17</td>
</tr>
<tr>
<td>in multiparty, multicultural business meetings</td>
<td>120–24</td>
</tr>
<tr>
<td>Bell, J.</td>
<td>26, 280</td>
</tr>
<tr>
<td>Benesch, S.</td>
<td>6, 7, 13, 42, 43, 46, 219, 265, 270</td>
</tr>
<tr>
<td>Biber, D.</td>
<td>290</td>
</tr>
<tr>
<td>Biley, F.</td>
<td>235, 236</td>
</tr>
<tr>
<td>Bilingual English content classes</td>
<td>25</td>
</tr>
<tr>
<td>Blicq’s Summary-Background-Facts-Outcome model</td>
<td>133</td>
</tr>
<tr>
<td>Bloch, J.</td>
<td>72–73</td>
</tr>
<tr>
<td>Blogs</td>
<td>4</td>
</tr>
</tbody>
</table>
Bondi, M., 291, 292

Books
- business English in, 109–12
- reviews of, 45, 65–70, 80

Bosher, S., 6, 9, 215, 217, 218, 222, 223

British Association of Lecturers in English for Academic Purposes (BALEAP), 12

Brown, G., 168, 178
Brown, H. D., 231, 272, 274
Bruce, I., 55
Bruce, N., 12, 173, 178, 206
Bruner, J., 28, 234
Bruton, C. J., 215, 216, 217, 222

Bullock Report, 25

BUPLAS (Business Processing Language Assessment), 148

Burnaby, B., 273, 282
Burns, A., 253, 256, 259

Business Communication Quarterly, 137

Business discourse research, characteristics of, 107

Business English
- in books, versus in practice, 109–12
- defined, 112–14
- intercultural issues and, as Lingua Franca, 107–24
- as a lingua franca (see BELF (Business English as a Lingua Franca))
- as synonymous with business language, 129
- written, and increasing influence of multimodality, 127–38

Business language, business English as synonymous with, 129

Business letters as a genre, 128

Business Processing Association of Philippines, 145

Business Processing Language Assessment (BUPLAS), 148

Business process outsourcing industry, 144–45

Byrd, P., 5, 8

CALLA (Cognitive Academic Language Learning Approach), 27

Call centers
- average handling time in assessing, 146
- communication in measurement processes in non–English speaking contexts, 143–62
- customer satisfaction surveys in assessing, 146

English language training for, 148
- establishment of Spanish, in Mexico and Brazil, 144–45
- in India, 145
- interaction as occluded genre, 148
- in Japan, 145
- in Korea, 145
- in Philippines, 145, 147–48
- quality assurance in assessing, 145–46
- scorecard in assessing, 151–56

Cameron, D., 146, 267, 292

Cameron, R., 211, 214, 215, 217, 218, 221

Canadian ESL programming, tasks, hidden curriculum and, 270–73

Canadian Language Benchmarks (CLB). See CLB (Canadian Language Benchmarks)

Canagarajah, A. S., 43, 63

Canale, M., 25, 27, 148, 159, 160

Candlin, C., 172, 178, 188, 203, 215, 216, 217, 222

Candlin, S., 211, 214

Cargill, M., 84, 97

Carpio, B., 233, 234, 236

CARS (Creating Research Space) model of article introductions, 93–96

Carter, M., 41, 53–54, 55

Carter, R., 146

Casanave, C. P., 7, 42, 85, 88, 93, 292

Cavusgil, S., 12

CCLB (Centre for Canadian Language Benchmarks), 271

Celce-Murcia, M., 230
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELTA (Certificate in English Language Teaching to Adults), 180</td>
<td></td>
</tr>
<tr>
<td>Centrality of needs analysis of legal English education, 180–81</td>
<td></td>
</tr>
<tr>
<td>Centre for Canadian Language Benchmarks (CCLB), 271</td>
<td></td>
</tr>
<tr>
<td>Certificate in English Language Teaching to Adults (CELTA), 180</td>
<td></td>
</tr>
<tr>
<td>Chamot, A., 27</td>
<td></td>
</tr>
<tr>
<td><em>The Change Agent: An Adult Education Newspaper for Social Justice</em>, 278</td>
<td></td>
</tr>
<tr>
<td>Charles, M., 113, 114, 117, 122, 128</td>
<td></td>
</tr>
<tr>
<td>Chartrand, M., 175, 176</td>
<td></td>
</tr>
<tr>
<td>Cheng, A., 61, 63, 78, 79–80</td>
<td></td>
</tr>
<tr>
<td>Chia, H., 6, 206, 215, 239</td>
<td></td>
</tr>
<tr>
<td>Chinese Academy of Sciences, 84</td>
<td></td>
</tr>
<tr>
<td>Chinese universities, requirements for Ph.D students, 84</td>
<td></td>
</tr>
<tr>
<td>Christie, F., 28, 29, 44, 147–48, 247</td>
<td></td>
</tr>
<tr>
<td>Cicourel, A. V., 211, 213, 214</td>
<td></td>
</tr>
<tr>
<td>Citations as important feature of research papers, 99–100</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td>foreigners, globalization, and constructions of, 267–70</td>
<td></td>
</tr>
<tr>
<td>preparation as aspect of second language education, 270</td>
<td></td>
</tr>
<tr>
<td>tensions within literature of, 266–67</td>
<td></td>
</tr>
<tr>
<td>Citizen-subject, conceptualizing, 267</td>
<td></td>
</tr>
<tr>
<td>Civil law countries, law undergraduates from, 175–76</td>
<td></td>
</tr>
<tr>
<td>Claim Law Evaluation Outcome method (CLEO), 173</td>
<td></td>
</tr>
<tr>
<td>CLB (Canadian Language Benchmarks), 270–71</td>
<td></td>
</tr>
<tr>
<td>promoting hierarchies of, 273–77</td>
<td></td>
</tr>
<tr>
<td>CLEO (Claim Law Evaluation Outcome) method, 173</td>
<td></td>
</tr>
<tr>
<td>Close text analysis, 108–9</td>
<td></td>
</tr>
<tr>
<td>association with LSP/ESP research, 107</td>
<td></td>
</tr>
<tr>
<td>CLT (Communicative language teaching), 230–32</td>
<td></td>
</tr>
<tr>
<td>Cognitive Academic Language Learning Approach (CALLA), 27</td>
<td></td>
</tr>
<tr>
<td>Cognitive psychology, 234–35</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>assessing call center, 151–56</td>
<td></td>
</tr>
<tr>
<td>competence in, 25, 27, 159–61</td>
<td></td>
</tr>
<tr>
<td>electronic forms of, 129–30</td>
<td></td>
</tr>
<tr>
<td>email, 4, 130</td>
<td></td>
</tr>
<tr>
<td>organizational, 109</td>
<td></td>
</tr>
<tr>
<td>practicality of using Scorecard as assessment tool in, 159</td>
<td></td>
</tr>
<tr>
<td>problem approach to intercultural, 120</td>
<td></td>
</tr>
<tr>
<td>Communicative assessment principles, deconstruction of Quality Assurance Scorecard against, 158</td>
<td></td>
</tr>
<tr>
<td>Communicative language teaching (CLT), 230–32</td>
<td></td>
</tr>
<tr>
<td>Compleat Lexical Tutor, 5</td>
<td></td>
</tr>
<tr>
<td>Concordance software, 5, 6, 97</td>
<td></td>
</tr>
<tr>
<td>Conflict-resolving textual links, 194–95</td>
<td></td>
</tr>
<tr>
<td>Conjunctions, 100</td>
<td></td>
</tr>
<tr>
<td>Connor, U., 112</td>
<td></td>
</tr>
<tr>
<td>Constitutive Intertextuality, 188</td>
<td></td>
</tr>
<tr>
<td>Content-based instruction, 23, 25</td>
<td></td>
</tr>
<tr>
<td>Corcos, R., 6, 215, 217, 218, 222</td>
<td></td>
</tr>
<tr>
<td>Cornish, S., 246</td>
<td></td>
</tr>
<tr>
<td>Corporate language, consequences of choosing BELF as, 114–17</td>
<td></td>
</tr>
<tr>
<td>Corpus linguistics, 4</td>
<td></td>
</tr>
<tr>
<td>Corpus of International Business Writing (CIBW) teaching project, 131</td>
<td></td>
</tr>
<tr>
<td>Council of Europe, 25</td>
<td></td>
</tr>
<tr>
<td>Council on Social Work Education (CSWE)</td>
<td></td>
</tr>
<tr>
<td>applying genre as curriculum framing resource in, 249–52</td>
<td></td>
</tr>
<tr>
<td>sequencing discourse semantics and grammar in course design, 258–61</td>
<td></td>
</tr>
<tr>
<td>Coxhead, A., 5, 8</td>
<td></td>
</tr>
<tr>
<td>Cray, E., 273, 282</td>
<td></td>
</tr>
<tr>
<td>Critical citizenship practices in ESP and ESL programs, 264–84</td>
<td></td>
</tr>
<tr>
<td>Critical theory, 43</td>
<td></td>
</tr>
<tr>
<td>Crookes, G., 231, 271</td>
<td></td>
</tr>
</tbody>
</table>
Cruickshank, Ken, 10, 12, 14, 22, 36, 292
Crystal, D., 84
CSATS (customer satisfaction surveys) in assessing call centers, 146
CSWE. See Council on Social Work Education (CSWE)
Cummins, J., 24

Data collection, developments in both qualitative and quantitative, 5–6
Davison, C., 23, 24, 26, 27
Defamation Act (1952), 198–99
Deficiency needs analysis for English for Medical Purposes (EMP), 217–18
Derwing, T. M., 266, 269, 282
De Silva Joyce, Helen, 3, 4, 10, 16, 244, 253, 256, 259n, 261–62, 292
Deutch, Y., 171, 179
Devitt, A., 9, 188, 291, 293
Dewey, John, 234, 266, 271
Diploma of Law courses, 174–75
Discourse analysis, 4, 61, 97–98, 109, 160
Discourse-based strategies, importance of hedges as, 98–99
Dobson, B., 61, 63
Doctor-patient interviews, 212
Douglas, D., 149, 159
Dudley-Evans, A., 129–30
Dudley-Evans, T., 2n, 3, 11, 12, 13, 46, 167, 215
Duff, P. A., 222, 270

EAP (English for Academic Purposes), 2, 60
research commentaries in graduate writing curriculum, 60–80
scholarly publication and, 84–85
in secondary schools, 22–36
background to programs, 24–26
case studies, 31–35
contribution of TESOL to, 23–24
current issues and futures directions, 35–36
genre-based approaches, 27–29
intellectual challenge, 29–31
relevant theory and research, 26–27
whole change, 32–33
Early, M., 222, 270
EBP (English for Business Purposes), 2, 15
ECM (English for Community Membership), 244–62
issues of specification and generalization in course design in, 246–47
theoretical foundations for course design, 247–58
EGAP (English for General Academic Purposes), 167
Eggly, S., 6, 9, 12, 215, 218, 219, 220, 221, 222
ELP (English for Legal Purposes), 2, 15
EMP (English for Medical Purposes), 2

Electronic forms of communication, 129–30
ELF (English as a Lingua Franca), 4, 14, 129
Elias, Neil, 15, 112, 143, 162, 292
Elle, 134–35
Ellis, R., 230, 247
EAMP (English for Academic Medical Purposes), 2

inaccessibility of legal genres as problem in, 187
literature and, 186–87
genre-based analysis of medical texts, 207–11
on macro level, 206–7
medical interactions as social practice, 211–15
on micro level, 207
needs analysis and curriculum design, 215–21
English
as the default lingua franca, 267
driving forces behind this global spread of, 84–85
global spread and use of, 4
growth of, as language of scholarship and research, 102–3
as international language of medicine, 206
as language of, 83–84
specific purposes in teaching, 1
English as a Lingua Franca (ELF), 4, 14, 129
English as International Language (EIL), 239
English for Academic Business Purposes (EABP), 2
English for Academic Legal Purposes. See EALP (English for Academic Legal Purposes)
English for Academic Medical Purposes (EAMP), 2, 166
English for Academic Purposes (EAP). See EAP (English for Academic Purposes)
English for Air Traffic Controllers, 2
English for Brewers, 2
English for Business Purposes (EBP), 2, 15
English for Community Membership. See ECM (English for Community Membership)
English for General Academic Purposes (EGAP), 167
English for General Legal Purposes (EGLP), 175
English for Horse Breeders, 2
English for Legal Purposes (ELP), 2, 15, 175, 176–78
English for Medical Purposes. See EMP (English for Medical Purposes)
English for Nursing Purposes (ENP), 229
English for Occupational Purposes (EOP), 2, 206
English for Professional Academic Purposes (EPAP), 83–103
couragement of writers by instructors, 91–92
English for Sociocultural Purposes (ESCP), 2–3, 16, 245
English for Special Business Purposes (ESBP)
courses, 118
research on business discourse as relevant to teaching, 108
teaching of, 128
English for Specific Academic Purposes (ESAP), 167
English for Specific Purposes. See ESP (English for Specific Purposes)
English for Specific Purposes Journal, 12, 129–30
English for Specific Purposes (ESP) School, 44–45
English for Tourist Guides, 2
English language education, need for, for L2 law professionals, 166
English legal discourse, intertextual patterns in, 186–203
ENP (English for Nursing Purposes), 229
EOP (English for Occupational Purposes), 2, 206
EPAP. See English for Professional Academic Purposes (EPAP)
ESAP (English for Specific Academic Purposes), 167
ESBP. See English for Special Business Purposes (ESBP)
ESCP (English for Sociocultural Purposes), 2–3, 16, 245
ESD (English for Self-Defense), 277–81
ESP (English for Specific Purposes), 1–16
aims of, 4
business discourse research and, 108–9
critical citizenship practices in, 264–84
evolution of, 289–94
exploring critical citizenship in, 277–81
focus on concrete aspects of language needs, 265
focus on pragmatic demands of language, 264
goal of, 1–2
influence of, 108
learner autonomy as goal of, 10
as needs-based approach, 3–7
needs-knowledgeable instructors in, 11–14
ESpecialist (journal), 12
Esteem, journal writing and, 90–91
Ethnographic data, analysis of, 6, 165, 180

Fairclough, N., 188
Feak, C. B., 8, 15, 45, 60, 61, 63, 78, 80, 94, 97, 100, 174, 292
Feez, S., 10, 246
Ferguson, G., 11, 208

Field defined, 251
integrating, with tenor and mode, 255–58
in planning sequences of learning, 252–54
Firth, A., 70–71, 122
Fisher, D., 48–53, 49
Fisher, S., 211, 213
Fleming, Douglas, 1, 3, 5n, 7, 10, 16, 264, 270, 273, 275, 284, 292
Flowerdew, J., 293
Flowerdew, L., 5, 86–87, 238
Footnotes in legal textbooks, 198–99
Forey, G., 15, 112, 143, 146, 148, 150, 151, 152, 154, 161, 292

Foucault, M., 187
Francis, G., 209, 210
Frank, R. A., 207, 215
Freire, Paolo, 271, 279

Gavioli, L., 4, 5
GCAE (Groupe Consultatif Actuariel European), 122–23
Generation 1.5 students, 14, 26
Generic intertextuality, 188

Genre(s) antecedent, 9
applying, as curriculum framing resource in Council on Social Work Education (CSWE), 249–52
awareness of, 49–50
business letters as a, 128
cyber, 4
defined, 248
factual, 248
gatekeeping, 88
macro, 41, 53–54
naming, 45
social nature of, 45–46

Genre analysis, 108–9
association with LSP/ESP research, 107
tools in, 9

Genre-based approaches, 27–29, 207–11
Genre studies, 290–91

Genre theory, 4, 109
as characteristics of ESP, 43–46
in studies of medical discourse, 207–8

Globalization, 14
citizenship and, 267–70
of education, 22
impact of, on medicine, 16
of teacher education, 36

Goldenberg, C., 32–33
Gosden, H., 85, 86, 87, 89, 101

Graduate courses
goal of instruction in, 60
role of evaluation in, 61–62
Graham, J. G., 216, 217, 222
Groupe Consultatif Actuariel Europeen (GCAE), 122–23
Haigh, R., 146, 177
Hall, B., 108, 233
Hamp-Lyons, L., 149
Hansen, A. G., 207, 215, 216, 217, 222
Haque, E., 273, 282
Harklau, L., 26, 269
Harris, S., 122, 173
Hasan, R., 44, 201, 247
Head, M., 9, 222, 237, 239
Hedges, importance of, at discourse-based strategies, 98–99
Hein, N., 212, 214
Hewings, M., 112
Hirvela, A., 9
Hobbs, F. D. R., 212, 213
Honing, Bonny, 268, 281
Hood, S., 3, 4, 10, 16, 146, 148, 152, 244, 262, 292
Hussin, B., 215, 218, 219, 220, 221, 222
Hussin, V., 6, 7–9, 9
Hutchinson, T., 2n, 180, 289, 290
Hydén, L.-C., 212
Hyland, K., 2, 3, 4, 5, 9, 15, 45, 46, 61, 63, 66, 68, 69, 79, 80, 83, 85, 88, 89, 96, 97, 98, 99, 100, 102, 103, 167, 291, 292, 293
Hymes, D., 25, 27, 230
Hyon, S., 41, 44
Hypertextuality, 136
Ibrahim, Y., 212–13, 214
ICE (International Corpus of English), 5
Identity, post-structuralist concept of, 266–67
ILEC (International Legal English Certificate), 177
India, customer service call centers in, 145
Indianapolis Business Learner Corpus (IBLC) research initiative, 131
Instructions to Authors (ITA) in journals, 92, 102
Interactive metadiscourse, 100–101
Intercultural communication, problem approach to, 120
Intercultural issues, use of business English as Lingua Franca and, 107–24
International Corpus of English (ICE), 5
International Legal English Certificate (ILEC), 177
Intertextuality, 15, 187–89
constitutive, 188
in English legal discourse, 186–203
generic, 188
in legal cases, 195–97
in legal textbooks, 197–203
in legislative provisions, 189–95
manifest, 188
referential, 188
Japanese call centers, 145
Jasso-Aguilar, R., 6, 13, 276
Jenkins, J., 112, 113, 117
Jensen, C., 172, 178
Jockey Club project, 132–33
Johns, A. M., 3, 8, 9, 11, 13, 14, 27, 41, 42, 43, 44, 48, 49, 50, 52, 53, 215, 291, 292, 293
Johnson, K. A., 13, 271
Johnson, R., 6, 206, 215, 239
Jordan’s Situation-Problem-Solution-Evaluation structure, 133
Journal of Autism and Developmental Disorders, 71
Journal of English for Academic Purposes, 12
Journals
Aims and Scope statements in, 92
anglophone, 84
esteem and, 90–91
Instructions to Authors in, 92, 102
letters to editors in, 72–73
readership and specialism, 91–92
Judicial authority, providing, in legal disclosure, 200–203

Kachru, B., 223
Kankaanranta, A., 113, 114, 117
Kanoksilapatham, B., 210
Kaplan, R. B., 63
Korean call centers, 145
Kramer-Dahl, A., 209, 210
Krashen, S., 25
Kubota, R., 45–46, 93, 292

L2 students
book reviews by, 65–70
commentary by, 66
culture as factor contributing to difficulties of, 63
evaluation of material by, 64
purpose of evaluating scholarship and, 67
tendency toward reacting, 65
in undergraduate law programs in English-speaking countries, 173–74
Langton, N., 171, 172, 178
Language across curriculum, 25
Language and Social Power Project, 28
Language assessment practice, principles of, 150–51
Language for specific purposes (LSP), 1n, 108
Language Instruction for Newcomers to Canada Program (LINC), 270–71
Lave, J., 5, 29, 88, 292
Law, implications of characteristics of, as discipline, 166–68
Law undergraduates, from civil law countries, 175–76
Lea, M., 63, 291
Leather, J. H., 215, 216, 217, 222
Lee, E., 89, 93
Legal cases, intertextuality in, 195–97
Legal English contexts, 168–71
Legal English education, provision of, 178–81
Legal English teaching for second language English speakers, 165–81
Legal textbooks, intertextuality in, 197–203
Legislative authority, providing, in legal disclosure, 200–203
Legislative provisions, intertextuality in, 189–95
Letters to journal editors, analysis of, 72–73
Leung, C., 24, 26, 27
LINC (Language Instruction for Newcomers to Canada Program), 270–71
Lingua Franca, intercultural issues and use of business English as, 107–24
Literacy clubs, 3
LL.M students, English for, 174
Lo Bianco, J., 26, 245
Lockwood, J., 15, 112, 143, 146, 148, 150, 151, 154, 161–62, 292
Long, M. H., 1, 3, 5n, 271
Louhiala-Salminen, L., 113, 114, 117, 121, 130
LSP/ESP research, methodologies associated with, 107
Luebs, M., 93, 96

Macken-Horarik, M., 10, 23, 28, 44, 147, 251, 252
Maclean, J., 179, 207
Macro-genres, 53–54
categories of, 41
Maher, J., 206, 207, 214
Maley, Y., 171, 188, 203
Marschan-Piekari, R., 122, 128
Marston, J., 207, 215, 216, 217, 222
Martin, J. R., 28, 29, 44, 147–48, 247, 248, 249
McClish, G., 48, 52
Medical interactions as social practice, 211–15
Medical texts, genre-based analysis of, 207–11
Melzer, D., 47–48, 52
MICASE (Michigan Corpus of Academic Spoken English), 5
Michigan Corpus of Academic Spoken English (MICASE), 5
Millar, C., 175, 176
Mishler, E. G., 212, 214
Mode defined, 251, 255
integrating field with, 255–58
Mohan, B., 24, 26, 27
Mok, E. S. B., 4, 240
MonoConc Pro, 5
Morgan, B., 1, 3, 5n, 7, 10, 16, 264, 277, 279, 280, 284, 292
Multimodality, increasing influence of and written business English, 127–38
Multiparty, multicultural business meetings, Business English as a Lingua Franca in, 120–24
Myers, G., 46, 89, 93

A Nation at Risk, 29
Native English speakers (NES), 85, 147–48
Needs analysis
English for Medical Purposes (EMP) curriculum design, 215–21
importance of, in developing training materials, 133
surveys on, 107, 108–9
Needs-based approach, English for Specific Purposes approach as, 3–7
Needs-knowledgeable instructors in ESP (English for Specific Purposes) approach, 11–14
Needs-responsive materials and methods, 7–10
Nelson, M., 109, 110, 111, 112
New Rhetoric School, 44, 45, 49
New South Wales Adult Migrant English Service (NSW AMES), 247n
Non–English speaking contexts, call center communication in measurement processes in, 143–62
Non-native English scholars, concerns of, on writing, 86–87
Non-native English speaking, 85
call centers locations of, 146–47
obstacles faced by researchers in getting into print, 86–87
real-life interaction with native English speakers (NES), 147–48
writing by, 102
North American New Rhetoric School, 208
Northcott, Jill, 12, 15, 165, 168, 171, 174, 178, 179, 180, 181–82, 292, 293
Norton, B., 89, 93, 267
Nursing education
new developing model for, 234–36
parallel and non-parallel developments in, 232–33
Nursing purposes, problem-solving for, 229–40
Nwogu, K., 209, 210, 211
O’Connor, P., 84, 97
Olive, F., 6, 206, 215, 239
Ongoing ethnographic needs analysis for English for Medical Purposes (EMP), 218–20
Paltridge, B., 4, 45, 289, 292, 294
Parry, K., 280, 280n
Pedagogical strategies and curricula, 27, 48–53, 103
Pennycott, A., 2, 6, 7, 84, 214, 231, 265
Philippines customer service call centers in, 145, 147–48
English as second language in, 147
Pinet, R., 276, 277
Poncini, G., 113, 118, 120, 122
Practice, business English in, 109–12
Prepositional phrases, use of complex, 190
Prior, P. A., 45–46
Problem-based learning (PBL), 9, 229
for English language teaching, 236–40
in nursing education, 234–36
presentations, 13
Problem-solving for nursing purposes, 229–40

Quality assurance
in assessing customer service representatives in call centers, 145–46
scorecard as form of, 149
Quality Assurance (QA) Scorecard, deconstruction of, against communicative assessment principles, 158

Ramanathan, V., 63, 277, 284
Rampton, R., 199, 200
REFLECT Project, 131
Register, 251–58
Reinhart, S., 172, 174
Reppen, R., 5
Research articles, 45, 61
commentaries, use of, in teaching of evaluation, 73–74
generic features of, 65–66
schematic structures of, 95–96
Research commentaries, 70–80
defined, 70
in EAP graduate writing curriculum, 60–80
incorporation into academic writing course, 71
in medicine, 70
usefulness of, 72
Research papers, citations as important feature of, 99–100
Rideout, E., 233, 234, 236
Rogerson-Revell, Pamela, 113, 115, 117, 120, 122, 123
Rose, D., 45, 247, 248
Russell, D., 44, 48–53, 49
Salager-Mayer, F., 208, 209, 210
Savignon, S., 148, 159, 230
Scaffolding, 9–10, 28, 30, 234
SCBI (Sustained content-based approach to instruction), 11, 12
Schleppergrell, M., 44, 55
Schmidt, H., 234, 235
School Curriculum and Assessment Authority (SCAA), 25
SCI (Science Citation Index), 84, 91
Scorecard
in assessing call center communication, 151–56
as form of quality assurance, 149
as language and communication assessment tool, 159
relative values and weightings assigned in, 158
validity and reliability of process of, in assessment, 159
washback of, 158
Secondary schools, English for
Academic Purposes in, 22–36
background to programs, 24–26
case studies, 31–35
current issues and futures directions, 35–36
genre-based approaches, 27–29
intellectual challenge, 29–31
relevant theory and research, 26–27
whole change, 32–33
Second language education
citizenship preparation as aspect of, 270
use of term task in, 271–72
Second language English speakers,
Legal English teaching for, 165–81
Seidhofer, Barbara, 112, 113, 117
Sentence features, analyzing, 97–98
Service Level Agreements (SLAs)
in call centers, 146, 149
Shi, L., 6, 12, 16, 45–46, 205, 215, 217, 218, 222, 223, 292, 293
Silva, T., 42, 48
Situated learning, social constructionism and, 87–89
Skelton, J., 208, 209, 212, 213
Smalkoski, K., 6, 9, 215, 217, 218, 222, 223
Smith, D. E. A., 209
Smith, K., 235, 236
Smyth, S., 174, 178
Snow, M. A., 10
Social constructionism, situated learning and, 87–89
Social practice, medical interactions as, 211–15
Sociolinguistic competence, defined, 160
Spanish-speaking call centers, establishment of, in Mexico and Brazil, 144–45
Speaking Proficiency English Assessment Kit, 217
Starfield, Sue, 292, 294
Stasiulis, D., 266, 277
St. John, M. J., 2n, 3, 11, 12, 46, 87, 111, 122, 167
Storey, A., 6, 215, 217, 218, 222
Strevens, P., 207, 215
Strong, S. I., 166, 173
Sustained content-based approach to instruction (SCBI), 11, 12
Swain, M., 25, 27, 148, 159
Swales, J. M., 4, 5, 8, 9, 45, 46, 63, 70, 73, 78, 84, 85, 93, 94, 95, 96, 97, 100, 108, 167, 201, 208, 210, 215, 291
Swann Reports, 25
Sydney Genre School, 28–29
Systemic Functionalists, 49, 55
genre naming for, 45
meaning of social for, 45–46
Systemic functional linguistics (SFL), 27, 44, 50, 144, 247
theoretical position of, 148
Tardy, C., 49, 291
Target tasks, studies of, 46–48
Task-based learning, 25, 27
Teacher Education for legal English, 179–80
Teachers of English to Speakers of Other Languages. See TESOL
(Teachers of English to Speakers of Other Languages)
Team teaching, 24, 25, 32
Tertiary undergraduate EAP, 41–55
current issues/future directions, 55
definitions and delivery systems, 41–43
exemplar practices, 46
pedagogical strategies and curricula, 48–53
studies of target tasks, 46–48
relevant theory and research, 43–46
TESOL (Teachers of English to Speakers of Other Languages), 23, 28
contribution of, to EAP (English for Academic Purposes), 23–24
institutional provision for activities, 32–33
organization of programs, 24–26
standards for, 25–26
Test of Legal English Skills (TOLES) test, 177
Textual authority, signaling, 190–91
Textual links, conflict-resolving, 194–95
TOEFL, 149
TOEIC, 149
TOLES (Test of Legal English Skills) test, 177
Tomkins, C., 232, 233, 236
Tse, P., 97, 100
Undergraduate law programs in English-speaking countries, L2 students in, 173–74
Undergraduate writing tasks common features of, 47, 49
rhetorical elements of, 47, 48
United Kingdom Housing Act (1980), intertextual devices in legislative discourse based on, 189–94
Uvin, J., 215, 218, 219, 222
Vandrick, S., 7, 10, 85, 88, 93, 283
Varttala, T., 208, 209
Vienna-Oxford International Corpus of English (VOICE), 4
VOICE (Vienna-Oxford International Corpus of English), 4
Voice of medicine, research on, 212–13
Vygotsky, L., 28, 234
Vygotskyan sociocultural theory, 234
Wagner, J., 70–71
Waters, A., 2n, 180, 289, 290
Webber, P., 209, 211, 222
Weir, C., 151, 158
Wenger, E., 5, 29, 88, 292
West, C., 180, 212, 213
Williams, A., 23, 27
Williams, G., 44, 46, 247
Williams, I. A., 208, 209
Williams, J., 211, 214
Williams, M., 109, 110
Wiltshire, E., 175, 176
Wodak, R., 212, 214
Wong, P., 222, 270
Wood, A., 9, 84, 222, 237, 239
Woods, E. G., 215, 216, 222
Wordsmith Tools, 5
The World around Us: Canadian Social Issues for ESL Students, 278–79
Writing for scholarly publication, 83–103
EAP (English for Academic Purposes) and, 84–85
evidence for need, 86–87
instructional practices, 89–90
revising and negotiating, 101–2
targeting journal, 90–92
theoretical understandings and situated learning and social constructionism, 87–89
writing paper, 92–101
Zak, H., 129–30