

## **FOUNDATION STUDIES**

### **Academic Writing, Critical Thinking, Speed Reading & Oral Presentation**

#### **a) Academic Writing**

Crompton, Peter. 1997. "Hedging in Academic Writing: Some Theoretical Problems." *English for Specific Purposes*. 16, no. 4: 271-287.

Hyland, Ken. 2002. "Authority and Invisibility: Authorial Identity in Academic Writing." *Journal of Pragmatics* 34: 1091-1112.

Rahimivand, Masumeh and Davud Kuhi. 2014. "An Exploration of Discoursal Construction of Identity in Academic Writing." *Procedia – Social and Behavioral Sciences*. 98: 1492-1501.

Tang, Ramona and John Suganthi. 1999. "The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun." *English for Specific Purposes*. 18: S23-S39.

#### **b) Critical Thinking**

Egege, Sandra and Salah Kutieleh. 2004. "Critical Thinking: Teaching Foreign Notions to Foreign Students." *International Education Journal*. 4, no. 4.

Rasinski, Timothy V. 2000. "Commentary: Speed Does Matter in Reading." *The Reading Teacher*. 54, no. 2: 146-151.

Tabackova, Zuzana. 2015. "Outside the Classroom Thinking Inside the Classroom Walls: Enhancing Students' Critical Thinking Through Reading Literary Texts." *Procedia – Social and Behavioral Sciences* 186: 726-731.

Wilson, Kate. 2016. "Critical Reading, Critical Thinking: Delicate Scaffolding in English for Academic Purposes (EAP)." *Thinking Skills and Creativity*. 22: 256-265.

#### **c) Speed Reading**

Chung, Mihwa and Paul Nation. 2006. "The Effect of a Speed Reading Course." *English Teaching*. 61, no.4: 181-204.

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.  
Nation, Paul. 2009. "Reading Faster." *International Journal of English Studies*. 9, no. 2: 131- 144.

Rayner, Keith, Elizabeth R. Schotter, Michael E. J. Masson, Mary C. Potter, and Rebecca Treiman. 2016. "So Much to Read, So Little Time: How Do We Read, and Can Speed Reading Help?" *Psychological Science in the Public Internet*. 17, no.1: 4-34.

#### **d) Oral Presentations**

Otoshi, John and Neil Heffernan. 2008. "Factors Predicting Effective Oral Presentations in EFL Classrooms. *The Asian EFL Journal*. 10, no.1 (March): 65-78.

Barrett, Neil E. and Gi-Zen Liu. 2016. "Global Trends and Research Aims for English Academic Oral Presentations: Changes, Challenges, and Opportunities for Learning Technology.

*Review of Educational Research*. 86, no. 4: 1227-1271.  
Miles, Richard. 2019. "The Learner's Perspective on Assessing and Evaluating Their Oral

Presentations." *Proceedings of CLaSIC*. 337-352.  
Chan, Vincent, 2011. "Teaching Oral Communication in Undergraduate Science: Are we doing

enough and doing it right?" *Journal of Learning Design*. 4, no. 3: 71-79.

#### **e) Referencing Style – Chicago**

Murdoch University. 2019. *Chicago – Referencing Guide*. Perth, Australia.  
<https://libguides.murdoch.edu.au/Chicago/home>

#### **f) Reading List (Reflective Practice)**

Dewey, J. (1938) *Experience and Education*. Macmillan: New York.

Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit, Oxford Polytechnic: Oxford.

Kolb, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*. Prentice Hall: Englewood Cliffs, NJ.

Johns, C. (2000) *Becoming a Reflective Practitioner*. Blackwell Science: Oxford.

Schön, D. (1983) *The Reflective Practitioner: How professionals think in action*. Temple Smith: London.