



Kasetsart Journal of Social Sciences

journal homepage: <http://kjss.kasetsart.org>



ICCP: An instructional model for academic English skills development of educational researchers

Malinee Prapinwong*, Udomluk Koolsriroj

Faculty of Education, Kasetsart University, Bangkok 10900, Thailand

Article Info

Article history:

Received 29 August 2016

Revised 21 February 2017

Accepted 25 February 2017

Available online 31 October 2019

Keywords:

academic English skills,
instructional model,
ICCP instructional model

Abstract

In the context of this current study, the majority of novice and domestically trained researchers from various fields of education in a large public university in Thailand have been increasingly under performative pressure to publish in English journals despite a lack of systematic training to meet the rigorous demands of the high impact journals in the field. Informed by research in English for Academic Purposes (EAP) and English for Research Publication Purposes (ERPP), an ICCP instructional model for an EAP parallel course design was proposed based on the needs analysis in the first phase of the study. The developed ICCP instructional model consists of the rationale, purpose, instructional process, and recommendations for other institutional policies to enhance both the research and academic English skills for educational researchers. The model was first evaluated by five experts in the field of curriculum and instruction, research, and English teaching methodology. After the model revisions, another 10 experts rated the model at 4.88 out of 5, indicating that the model is most appropriate for EAP learners.

© 2019 Kasetsart University.

Introduction

International publication has been used as one of the main criteria to indicate research quality and success. It is common that higher education institutes now require their faculty members to publish in international journals in order to receive tenure contracts (Kwan, 2010; Lao, 2015; Li, 2014). Many universities in Thailand have adopted a new quality assurance indicator that uses the citation rates of the faculty's publications as a basis for program evaluation. The citation index will only appear in a database if the article is published in a high impact journal which typically publishes in English.

This study aims to propose an instructional model to prepare Thai academics to deal with the publication demand. In the first phase of the study, an in-depth needs analysis was carried out to explore problems among faculty members and students in the Faculty of Education. The analysis revealed

three important issues among Thai academics in becoming international scholars—linguistic knowledge, knowledge about their own research, and critical inquiry skills. The needs analysis also pointed out two important factors that affect the publishing outcome—the academic atmosphere and the time required in the Ph.D. program (Koolsriroj & Prapinwong, 2017).

At present, there is a lack of research concerning the needs for and significance of English academic skills for Thai researchers in higher education institutions, particularly in the field of education. Research results have indicated that more studies are needed in English for Academic Purposes (EAP), especially ones that take into account the disciplinary culture and local academic landscape (Gnutzmann & Rabe, 2014; Kuteeva & Airy, 2014). A majority of research in EAP focuses on the basic communicative skills at the undergraduate level, but studies related to EAP at the doctoral level are scarce. This study is an attempt to fill the gap in research by developing an instructional model to equip these junior educational researchers with skills needed in global academic communities.

This paper reports the findings of the second phase of the project under the research and development cycle aiming to propose an instructional system model based on the needs of

* Corresponding author.

Email address: prapinwong@gmail.com (M. Prapinwong).

faculty members and doctoral students in the Faculty of Education regarding their academic English and research skills. The model is designed to enhance a set of identified skills for preparing doctoral students to become international scholars.

Definition of Terms

ICCP instructional model

The instructional model developed for the English for Educational Researchers (EER) course consisting of four sequential steps: 1) the input process 2) the critique process 3) the construct process, and 4) the presentation process.

Academic English skills for educational researchers

This involves the basic foundation for academic English, disciplinary terms and academic writing skills, critical reading skills, skills for writing an academic paper, and oral presentation skills.

Literature Review

Among others, language skill is considered one of the desired attributes for researchers at the global community level. According to the report by APEC and Deloitte (2010), one of the important skills for researchers identified by leaders from world class organizations is language skills. However, having language skills may not sufficiently lead to success in research publication. Uzuner (2008) investigated the problems of multilingual scholars in English publications. The results showed that the major problems these researchers faced are not just with language skills, but also with stylistic writing, insufficient time, inadequate available research grants, a lack of an academic network, and inexperience with research methodology. This result is in line with ours in the first phase of this study. According to our study, most Ph.D. students and novice faculty members faced similar problems with research. Due to the lack of time and skills, they did not yet sufficiently and extensively read academic texts and articles when conducting research. The result of the analysis of students' written work in the first phase study showed that the Ph.D. students needed to develop skills to write effective literature reviews. Moreover, the study found that most papers written by Thai academics were rejected by high impact journals due to the weaknesses in research methodology, stylistic writing, and authoritative voices (Koolsriroj & Prapinwong, 2017).

Since 1975, the English for Academic Purposes (EAP) program has been operated by higher education institutions in English-speaking countries to help overseas students to develop their academic skills in English (Jordan, 2007). EAP is usually a course recommended for international students to prepare them to meet the academic demands in graduate schools in English-speaking institutions. The course typically aims to develop study skills in English (Jordan, 2007). Streven (1988 as cited in Flowerdew & Peacock, 2001) and Sharpling (2002) identified four components of EAP course: (1) the course must meet specified learners' needs; (2) the course must be related in content to particular disciplines; (3) the course is centered on the language appropriate to the activities

in syntax, lexis, discourse, and semantics; (4) the course is in contrast with General English. The EAP course must involve knowledge of specialized discourse.

With those principles in mind, it is crucial for an EAP course developer to gather information about learners in order to determine the situations in which the learners would be most likely to engage, which skills are needed in those situations, levels of motivation, background, and level of proficiency. So the EAP course will be designed to best respond to learners' needs. The approach to an EAP course should particularly involve the language operating in the specific disciplinary context based on the needs analysis information (Hamp-Lyons, 2001).

In EAP, language skills should not be narrowed down to only academic writing for publication, but should also develop other interrelated, discrete skills for researchers. Many students face problems reading academic papers so they cannot extract the main ideas and are not familiar with the academic genre and structure, therefore, they are unable to grasp the major concepts necessary to build on the existing body of knowledge. So in practice, these skills need to be integrated as they supplement each other.

Academic writing is used in academic journals, textbooks, theses, and dissertations. It has long been known in EAP that there are dominant approaches to teaching academic writing such as the product approach and the process approach. The product approach was once very influential in classroom writing. The emphasis of this approach is not on the process of writing but on the writing piece itself. The product approach uses authentic written examples as a model of writing. Grammatical correction by teachers is central to helping students in English writing. On the other hand, the process approach to writing focuses on the series of steps that must be followed to complete the piece of writing. The process of writing will be broken down into small stages and sequences such as plan, revise drafts, and get feedback. Teachers work with students to provide comments and feedback until the students accomplish the final product. This approach to writing is very well accepted in creative writing classes because the teacher has little intervention on the students' ideas.

However, the process approach is not yet popular in academic writing classes because academic papers usually involve a more rigid structure and format so there is not much room for creativity (White, 1988). Therefore, Shaw (1991) offered some suggestions to improve the process approach in academic writing classes by giving students a chance to be a co-author with their peers or other researchers so they could gain feedback from others. Moreover, the academic writers should write on topics in which they have good background knowledge and they should be exposed to related academic articles so they can borrow expressions and language used in context.

Therefore, a recent approach in EAP focused on facilitating non-native speakers of English in the discourse of an academic community (Moreno, 2010). The genre-based approach has increasingly gained acceptance in ESL/EFL classrooms (Badger & White, 2000). Genre is defined as a text, either spoken or written, that particularly serves a communicative purpose in a social context (Henry & Roseberry, 1998). The genre-based

approach views writing as a social process between readers and writers. Writing is varied based on the social context in which it occurs (Badger & White, 2000; Hyland, 2007). The idea of genre-based approach is consistent with the viewpoint that emphasizes the closed link between linguistic knowledge and discipline. Research articles and abstracts are examples of the academic genre. Students do not need to know how to operate in all social contexts, but they get to practice the genre that is relevant to their writing practice.

During the past decade, when researchers and academics around the world have been pushed to publish their work internationally, a new area of research called English for Research Publication Purposes or ERPP (Cargill & Burgess, 2008) has emerged as an EAP branch to respond to the urgent needs of scholars. Flowerdew, who is a pioneer in this field, provided insights into the academic writing instruction. He suggested that the tasks given in the academic training should emphatically focus on a particular genre—an academic article (Flowerdew, 2013a, 2013b). Consistent with Flowerdew's recommendation, Kwan (2010) proposed a model of discursive tasks: communicating one's research through a research article (RA), communicating with gatekeepers about the RA, teaching strategic research conception, strategic management of research and publishing. Kwan's model lends a practical guide to EAP approach in this study.

Besides academic writing skills, another problem that many international researchers face is oral presentation skills in English. Pichainarong (2011) studied problems and obstructions that were faced by agricultural officers in the research centers in Northeast Thailand. The results showed that many officers had problems with listening and speaking in English mainly because these officers needed to regularly present agricultural information in English to foreign specialists. The study found that listening and speaking in such academic context need development. However, studies involved with listening and speaking for academic purposes are scarce (Lynch, 2011; Robinson, Strong, Whittle, & Nobe, 2001). A task-based approach is one of the most accepted methods to teach oral skills; such as oral defense skills, answering questions, asking for clarification, and providing critical questions and comments.

Instructional System Design for EAP

In order to develop a practical instruction model for an EAP course, principles regarding an instructional design must be identified. An instructional model refers to a group of instructional experiences whose major components are organized based on a philosophy, theory, principle, or set of beliefs. The model should include the instructional sequence, teaching approach, and techniques that enable effective learning according to the stated theory. The model must be tried and evaluated for its effectiveness (Kammanee, 2012).

In the process of content delivery in an EAP course, there are a few models offering guidelines for developing the pedagogical sequences, and components involved. Kammanee (2012) claimed that any instructional model required systematic thinking about the components in the system, and the organized and systematic relationship within each

component. A good instructional system should consist of input, process, product, control, and feedback. The instructional systems reviewed for this current study were based on combinations of the models from Gerlach and Ely (1980) and Kemp (1977). Gerlach and Ely's model works well with learners from all levels. The major components in the instruction includes setting objectives, content, time management, selecting resources, identifying evaluation, and analyzing feedback information for revision (Kammanee, 2012).

Kemp's instructional model is non-linear and involves a continuous development cycle (Kemp, 1977). The model is useful for blending technology and instruction which can be done in many forms. The nine major stages consist of: identifying learners' needs analysis, examining learners' characteristics, identifying subject content, stating instructional objectives, sequencing content into units, designing instructional strategies, planning the instruction delivery, developing evaluation instruments, and selecting resources. This holistic model is quite useful for developing an instructional program that covers all the basic components needed. Importantly, Kemp's approach also requires an assessment of learners' needs prior to planning and implementation.

Instructional Programs for EAP

With respect to the EAP curriculum, a case from the University of Birmingham, UK yields an interesting model for the course organization. Dudley-Evans (as cited in Jordan, 2007) described two programs available for international students at the post-graduate level at the University of Birmingham. The first common-core EAP program is called English for General Academic Purposes (EGAP) and the second one is a specific program called English for Specific Academic Purposes (ESAP). EGAP courses focus on generalized skills in listening, reading, writing, and speaking, while ESAP courses bridge the general skills to the actual subject tasks encountered in academic courses. The advantage of this type of syllabus is that it allows the program to cover all necessary components and academic contents. Even though the curriculum development is beyond the scope of this paper, the information about the content necessary for international postgraduate students is very beneficial for setting up the goal to help new scholars with the publication task. This type of program provided a more complete coverage to building skills for EAP learners as most students may need the skills listed in the EGAP program to lay the foundation first so they are more readily prepared when they encounter writing in their disciplines. Flowerdew (1993 cited in Flowerdew & Peacock, 2001) presented a useful model of an EAP program involving a collaboration between a disciplinary instructor and an English instructor at tertiary level courses in Oman. Two courses, namely a science course and a science support English course were developed through a team-teaching approach. The science and English teachers were team-taught in the foundation year science course. The English teachers observed the science lectures and collaborated with the science instructor to write and edit the different material used in both science and English classes.

The effective instructional system for an EAP course should be based on the needs of the learners. The approach should facilitate learners in the discourse of academic community that materials and instructional activities focus on the academic genre. Different forms of collaboration between the discipline and the language instructor should be designed to make a link between the knowledge of the language and knowledge of the subject matter.

Methodology

The research project was primarily conducted in two phases: the needs analysis and the instructional model development. The first phase focused on studying needs, problems, motivations, constraints, and perceptions with academic English and the demand for international publication (Koolsriroj & Prapinwong, 2017). This paper focuses on the report findings of the second phase of study on constructing and evaluating an instructional model to develop academic English skills for educational researchers. The instructional model derives from the results about the needs analysis in the first phase and the reviewed principle of the EAP instructional model. The first step of the model construction started with a list of the analyzed major needs and problems found among novice scholars and Ph.D. students in the Faculty of Education. Then, those needs were mapped with the conceptual framework derived from the literature. The concept was refined by researchers numerous times until it reached the first draft. Then it was evaluated by five experts in curriculum and instruction and English instruction. The model was then revised and refined based on their recommendations. Finally, the model was re-evaluated again by another 10 experts in the field of research and English teaching methodology.

Results

In the first phase of the study, needs analysis led to a specific goal to develop novice scholars to meet the demand of academic pressure. Both experienced and novice researchers indicated that the desired characteristics of a good international researcher should include: possessing the knowledge of expertise and research methodology, having good language proficiency, having experience in one's own research area, and having international networked collaboration. The

instructional model was constructed based on the analysis of the major needs and problems analyzed in the first phase. The needs analysis findings from the first phase of the study were integrated into an instructional model to develop academic English skills for educational researchers. Table 1 below summarizes the major needs and problems and the integrated contents included in the instructional model. The first column indicates the novice scholars' major needs that are corresponded with the contents guided by the literature in the second column. The third column marks the stages in which those skills/knowledge are integrated into the ICCP model.

Guided by the well-known instructional design systems like Gerlach and Ely (1980) and Kemp (1977), the components in the ICCP model are included in a course syllabus called English for Educational Researchers (EER) using the instructional process shown in Figure 1, following an instructional system design that typically includes the goal, objectives, the instructional process, and feedback. The goal of this instructional system is to develop knowledge and skills for educational researchers to be able to publish internationally. The objectives specify the relevant research and EAP skills. The skills and knowledge needed as shown in Table 1 are integrated into the instructional model (the black oval shape). The feedback results from the implementation of the model are used to refine the other components in the model.

Rationale of the EAP Instructional System

In order to accomplish the goal of developing educational researchers to satisfy the demand of international publication practices, their research skills and language skills should be intertwined and EAP should not be taught in a single, stand-alone course. Both skills need to be progressively developed hand-in-hand throughout the program of study as seen in the EER course in Figure 1. The EAP course should be taught in conjunction with a research course in each discipline so the content and learning activities will be coherently organized between the two courses. According to Figure 1, the two objectives of the course, namely the development of both academic English writing skills and research skills, contain the related content based on the synthesized needs. The ICCP instructional model is developed to serve the objectives. Once the ICCP model is tried, the feedback gained from the implementation is used to adjust all the components.

Table 1 The table summarizes the major needs and problems found in phase one of the study and the contents to be integrated in the instructional model in the second phase.

Major needs/problems of the novice scholars (first phase)	Contents to be integrated in the instructional model (second phase)	Stage in the ICCP model
Lack of background knowledge in the academic genre.	Reading and writing in discipline	I-Input
Low English proficiency (grammar, vocabulary and expressions, four language skills)	Instruction to improve general English skills	I-Input
Lack of academic writing skills in English (organization, clarity, idea development, paraphrasing, citation)	Academic writing	I-Input
Lack of academic English skills (specialized vocabulary, genre-based analysis)	Reading and writing in the discipline	C-Critique
Lack of research skills (critical reading, searching skills, critical analysis, breadth and depth of knowledge in the discipline)	Research skills	C-Critique, P-Presentation
Needs to enrich academic experiences and knowledge in the discipline	Reading and writing in discipline	C-Construct
Lack of knowledge about journal publications	Knowledge about academic publications	C-Critique
Lack of oral presentation skills	Oral presentation in academic setting	P-Presentation

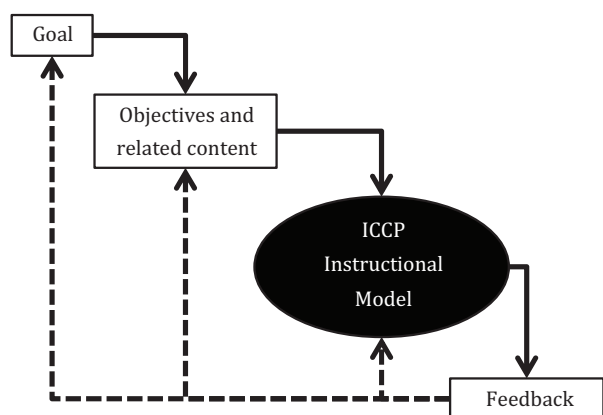


Figure 1 ICCP model showing the whole process of instructional design system starting with the goal, two objectives, instructional process, and feedback

ICCP Instructional Model Developments

Within this EAP course syllabus, the instructional process is considered central to the course. The model guides the pedagogical process to develop learners based on the combination of the needs analysis and the EAP principles, namely, disciplinary-specific instruction in a genre-based approach. Figure 2 focuses on the instructional process used for the EER course. The ICCP model consists of four sequential steps: 1) the input process 2) the critique process 3) the construct process, and 4) the presentation process.

The input process involves laying the basic foundation for academic English. This step includes basic writing skills and academic writing. Moreover, this step introduces students to the academic genre. Students will be familiarized with the format, textual structure, and academic discourse and style used in a research article in the field of education. Students learn about how to conduct a literature search and review. This first step should equip students to meet the demands of

academic writing tasks and the disciplinary terms. An example of learning activities in this step is presenting text models such as analyzing a good research article in terms of style, language used, and format, among others.

The critique process familiarizes learners with the concept of critical reading. Learners should learn the differences between each journal type and the review process. They are introduced to types of journals, journal structure, reviewer's comments, criteria for publication, and the differences between proceedings, posters, and full papers. Students should be able to critically and inquisitively critique a research article. Students should be able to question and challenge academic publishing practices and develop a sense of being a good researcher by focusing on solving the existing problems and to extend their body of knowledge.

The construct process gives students opportunities to start writing an academic paper by applying the genre-based approach, meaning that students become critically aware of the specific type of writing accepted within an academic community. Learners will construct their piece of writing regarding each genre such as abstract writing, then proposal writing. Ideally, to make this process work holistically in the study program, the paper written should be one that has been assigned in the research methodology course. Consequently, students will receive feedback from both aspects of their work: the research and their English.

The presentation process provides opportunities for students to practice oral presentation of their academic work. Students will be given a chance to practice their presentation skills as they need to clearly communicate with other people about their research. The process can be done using a simulation technique by letting students organize a small conference and inviting the speakers who can be their peers to give a conference presentation. The instructor can scaffold their experiences by guiding how to make PowerPoint slides and systematically organize their thoughts. Other students act as a good audience and provide feedback as necessary.

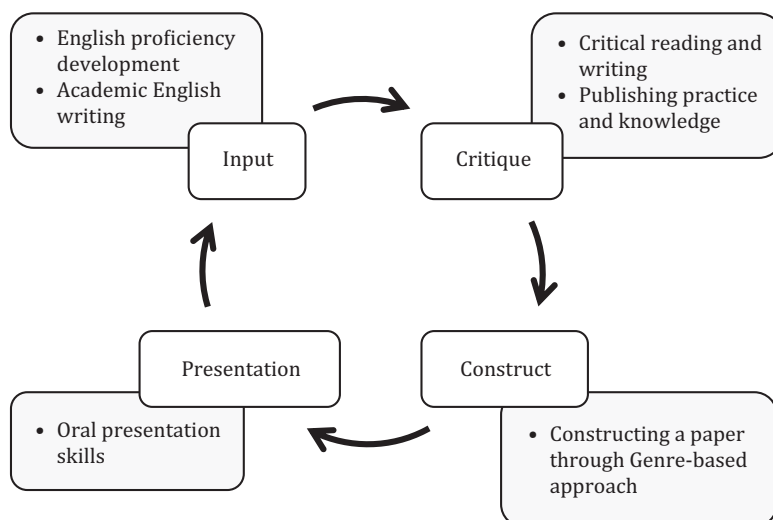


Figure 2 Detailed ICCP model highlighting the key activities in each process

The ICCP model went through two rounds of evaluation for its practicality and effectiveness. The first evaluation was done by five experts in the areas of Curriculum and Instruction (C&I) and English Language Teaching (ELT). The comments from all five experts were used to modify the model. The second round of the evaluation was done by 10 experts in C&I and ELT to assess the model quantitatively. The results showed that the 10 experts rated the model 4.88 out of a maximum 5 score indicating that the model was most appropriate for learners.

Besides the four ICCP steps, the researchers made recommendations to include services or support at the policy level to enhance students' experiences as an international scholar. The institutional support may include the following:

1. Focus on more rigid admission requirements for Ph.D. students. A minimum English proficiency requirement should be imposed so the admitted Ph.D. students can be prepared to meet the demand and expectation of doctoral studies.

2. Encourage faculty members to act as mentors for Ph.D. students. Each faculty member should initiate a research project and invite a doctoral student to be a part of the research team. Faculty members and students should work together to publish an article or to present at an international conference. This recommendation is in line with suggestions from EAP research (Li, 2014).

3. Encourage faculty members to teach their graduate courses in English or at least use material in English so the students become more and more familiar with the English academic terms in their field.

Discussion and Conclusion

Scholars in the field of English for Academic Purposes have agreed that needs analysis is the crucial step in instructional design (Brindley, 1989; Hutchinson & Waters, 1987; Richards, 2010) because it is the only way to best respond to the needs of the target population. The ICCP model proposed in this study was developed based on the needs analysis of novice researchers and doctoral students in the Faculty of Education in the first phase of the study. It was agreed by the evaluators that the model helps to solve the problems and difficulties associated with the demand to increase scholarly research productivity and to prepare researchers to participate in global research communities. The ICCP instructional model which can be employed in an English for Educational Researchers course, highlights all the major components of the instruction as well as the suggested activities for each stage. The main aim of the model is to simultaneously develop both English and research skills for novice researchers. The model supports the notion of discipline-specific language so it is important to train the academic writers in the knowledge structures of disciplines (Kuteeva & Airey, 2014; Kwan, 2010) because the disciplinary differences are found to affect the language use. Hyland (2007) also points out the genre pedagogy that helps learners focus on writing strategies is what the participants in the study indicated was needed to respond to the command of disciplinary rigor (Kwan, 2010).

The future study will look into the development of the detailed lesson plans for each unit lesson to consistently follow the four sequential stages. The implementation of the lesson

will then be used as feedback to further develop and refine the model. Thus, the development process of the instructional system design could go on to best serve learners' needs for English academic demands.

Conflict of Interest

There is no conflict of interest.

Acknowledgment

This research project was funded by the Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand

References

- APEC & Deloitte. (2010). *Skills and competencies needed in the research fields*. APEC Studies and Research Department and Deloitte Consulting. A public report. Retrieved from <http://www.deloitte.com/assets/Dcom-France/Local%20Assets/Documents/Votre%20Secteur/Secteur%20public/Synth%C3%A8se%20Etude%20APEC%20Deloitte/Synth%C3%A8se%20Etude%20Apec%20Deloitte%20Anglais.pdf>
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54 (2), 153–160.
- Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In R.K. Johnson (Ed.), *The second language curriculum*. Cambridge, UK: Cambridge University Press.
- Cargill, M., & Burgess, S. (2008). Introduction to the special issue: English for research publication purposes. *Journal of English for Academic Purposes*, 7 (2), 75–76. doi: 10.1016/j.jeap.2008.02.006
- Flowerdew, J., & Peacock, M. (2001). *Research perspectives on English for academic purposes*. Cambridge, UK: Cambridge University Press.
- Flowerdew, J. (2013a). English for research publication purposes. In B. Paltridge, & S. Starfield (Eds.), *The Handbook of English for Specific Purposes*. Chichester, UK: John Wiley & Sons, Inc.
- Flowerdew, J. (2013b). Some thoughts on English for research publication purposes (ERPP) and related issues. *Language Teaching*, 1–13. doi: 10.1017/S0261444812000523
- Gerlach, V. S., & Ely, D. P. (1980). *Teaching & media: A systematic approach* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall Inc.
- Gnutzmann, C., & Rabe, F. (2014). 'Theoretical subtleties' or 'text modules'? German researchers' language demand and attitudes across disciplinary cultures. *Journal of English for Academic Purposes*, 13, 31–40. doi:10.1016/j.jeap.2013.10.003
- Hamp-Lyons, L. (2001). *English for academic purposes*. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge, UK: Cambridge University Press.
- Henry, A., & Roseberry, R. L. (1998). An evaluation of a Genre-Based Approach to the teaching of EAP/ESP writing. *TESOL Quarterly*, 32(1), 147–156.
- Hutchinson, T., & Waters, A. (1978). *English for specific purposes*. Cambridge, UK: Cambridge University Press.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148–164. doi:10.1016/j.jslw.2007.07.005
- Jordan, R. R. (2007). *English for academic purposes: A guide and resource book for teachers* (9th printing). Cambridge, UK: Cambridge University Press.
- Kammanee, T. (2012). *The science of teaching* (12th ed.). Bangkok, Thailand: Chulalongkorn University Press. [in Thai]
- Kemp, J. (1977). *Instructional design: A plan for unit and course development*. Belmont, CA: Fearon-Pitman Publishing.
- Koolsriroj, U., & Prapinwong, M. (2017). Expectation vs. reality: Voices of Thai scholars regarding the demand for international publications. *Asian EFL Journal*, 100, 44–61.
- Kuteeva, M., & Airey, J. (2014). Disciplinary differences in the use of English in higher education: Reflections on recent language policy development. *Higher Education*, 67, 533–549. doi: 10.1007/s10734-013-9960-6
- Kwan, B. S. C. (2010). An investigation of instruction in research publishing offered in doctoral programs: The Hong Kong case. *Journal of Higher Education*, 59, 55–68.

- Lao, R. (2015). *A critical study of Thailand's higher education reform: The culture of borrowing*. New York, NY: Routledge.
- Li, Y. (2014). Seeking entry to the North American market: Chinese management academics publishing internationally. *Journal of English for Academic Purposes*, 13, 41–52.
- Lynch, T. (2011). Academic listening in the 21st century: Reviewing a decade of research. *Journal of English for Academic Purposes*, 10(2), 79–88.
- Moreno, A. I. (2010). Researching into English for research publication purposes from an applied intercultural perspective. *Utrecht Studies in Language and Communication* 22, 57–71.
- Pichainarong, S. (2011). *A study of problems and obstacles in English oral presentation of agricultural officer* (An unpublished manuscript). Kasetsart University Research and Development Institute (KURDI), Bangkok, Thailand.
- Richards, J. C. 2010. *Curriculum development in language teaching*. Retrieved from <http://ebooks.cambridge.org/ebook.jsf?bid=CB09780511667220> [Adobe Digital Editions version]. doi:10.1017/CB09780511667220
- Robinson, P., Strong, G., Whittle, J., & Nobe, S. (2001). The development of EAP oral discussion ability. In J. Flowerdew, & M. Peacock (Eds.), *Research perspectives on English for academic purposes*. Cambridge, UK: Cambridge University Press.
- Shaw, P. (1991). Science research students' composing processes. *English for Academic Purposes*, 10(3), 189–206.
- Sharpling, G. P. (2002). Learning to teach English for academic purposes: Some current training and development issues. *English Language Teacher Education and Development (ELTED)*, 6. Retrieved from <http://www.elted.net/>
- Uzuner, S. (2008). Multilingual scholars' participation in core/global academic communities: A literature review. *Journal of English for Academic Purposes*, 7, 250–263.
- White, R. (1988). Academic writing: process and product. In P.C. Robinson (Ed.), *Academic writing: Process and product*. British Council. ELT Documents 129. Retrieved from http://englishagenda.britishcouncil.org/sites/ec/files/ELT-14-screen_0.pdf