

Brian Paltridge**Professor of TESOL, University of Sydney**

PhD (Waikato), MA (Sydney), Grad Dip TESOL (UTS), Assoc Dip Community Languages (UWS), RSA
Cert TEFLA, RSA Dip TEFLA, BA (Wellington)

Publications*Books*

1. **Paltridge, B.** & Starfield, S. (2019). *Thesis and dissertation writing in a second language*. New edition. London: Routledge.
2. **Paltridge, B.** (2018). *Writing for research purposes: Theory and practice*. Shanghai: Shanghai Foreign Language Education Press.
3. **Paltridge, B.** (2017). *The discourse of peer review: Reviewing submissions to academic journals*. London: Palgrave Macmillan.
4. **Paltridge, B.** & Starfield, S. (Eds.), (2016). *The handbook of English for specific purposes* (Chinese edition). Beijing: Tsinghua University Press.
5. **Paltridge, B.** & Starfield, S. (2016). *Getting published in academic journals: Navigating the publication process*. Ann Arbor: University of Michigan Press.
6. **Paltridge, B.**, Starfield, S. & Tardy, C. M. (2016). *Ethnographic perspectives on academic writing*. Oxford: Oxford University Press.
7. **Paltridge, B.** & Phakiti, A. (Eds.), (2015). *Research methods in applied linguistics*. London: Bloomsbury.
8. Ravelli, L., **Paltridge, B.** & Starfield, S. (Eds.), (2014). *Doctoral writing in the creative and performing arts*. Faringdon, UK: Libri.
9. Hyland, K. & **Paltridge, B.** (Eds.), (2013). *Bloomsbury companion to discourse analysis*. (paperback edition). London: Continuum.
10. **Paltridge, B.** & Starfield, S. (Eds.), (2013). *The handbook of English for specific purposes*. Malden, MA: Wiley-Blackwell
11. **Paltridge, B.** (2012). *Discourse analysis*. Second edition. London: Bloomsbury.
12. Hyland, K. & **Paltridge, B.** (Eds.), (2011). *Continuum companion to discourse analysis*. London: Bloomsbury.
13. Belcher, D., Johns, A. M. & **Paltridge, B.** (Eds.), (2011). *New directions in English for specific purposes research*. Ann Arbor: University of Michigan Press
14. **Paltridge, B.** & Phakiti, A. (Eds.), (2010). *Continuum companion to research methods in applied linguistics*. London: Continuum.
15. **Paltridge, B.**, Harbon, L., Hirsh, D., Phakiti, A., Shen, H., Stevenson, M. & Woodrow, L. (2009). *Teaching academic writing: An introduction for teachers of second language writers*. Ann Arbor: University of Michigan Press.
16. **Paltridge, B.** & Starfield, S. (2007). *Thesis and dissertation writing in a second language*. London: Routledge.
17. **Paltridge, B.** (2006). *Discourse analysis*. London: Continuum.

18. **Paltridge, B.** (2001). *Genre and the language learning classroom*. Ann Arbor: University of Michigan Press.
19. **Paltridge, B.** (2000). *Making sense of discourse analysis*. Gold Coast, Queensland: Antipodean Educational Enterprises.
20. **Paltridge, B.** (1997). *Genre, frames and writing in research settings*. Amsterdam: John Benjamins.
21. King, S. & **Paltridge, B.** (1991). *Context: An Australian intensive English course*. Student's Book. Melbourne: Longman.
22. King, S. & **Paltridge, B.** (1991). *Context: An Australian intensive English course*. Teacher's Book. Melbourne: Longman.
23. Di Biase, B. & **Paltridge, B.** (Eds.), (1985). *Italian in Australia: Language or dialect in schools?* Sydney: FILEF Italo-Australian Publications.

Book chapters

1. **Paltridge, B.** (2019). Theses and dissertations in English for specific purposes. In C. Chapelle (Ed.), *The concise encyclopedia of applied linguistics*. Malden, MA: Wiley.
2. **Paltridge, B.** (2019). Multi-perspective research. In H. Rose & J. McKinley (Eds.), *The Routledge handbook of research methods in applied linguistics*. London: Routledge.
3. **Paltridge, B.** (2019). Reviewers' feedback on second language writers' submissions to academic journals. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (2nd edition). Cambridge: Cambridge University Press.
4. Starfield, S. & **Paltridge, B.** (2019). Journal editors: Gatekeepers or custodians? In P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication: Authors, mentors, gatekeepers*. London: Palgrave Macmillan.
5. **Paltridge, B.** (2018). Commentary: Interaction, stance and metadiscourse. In K. Hyland (Ed.), *The essential Hyland: Studies in applied linguistics* (pp. 202-204). London: Bloomsbury.
6. **Paltridge, B.** (2018). Discourse analysis for the second language writing classroom. In J. I. Lontas (Ed.), *The TESOL encyclopaedia of English language teaching*. Malden, MA: Wiley.
7. **Paltridge, B.** (2018). Graduate student writing. In J. I. Lontas (Ed.), *The TESOL encyclopaedia of English language teaching*. Malden, MA: Wiley.
8. **Paltridge, B.** (2017). Publishing from a dissertation. A book or articles? In J. McKinley & H. Rose (Eds.), *Doing research in applied linguistics: Realities, dilemmas and solutions* (pp. 243-252). Abingdon, UK: Routledge
9. **Paltridge, B.** (2017). Context and the teaching of academic writing: Bringing together theory and practice. In J. Bitchener, N. Storch & R. Wette (Eds.), *Teaching writing for academic purposes to multilingual students: Instructional approaches* (pp. 9-23). New York: Routledge.
10. **Paltridge, B.** (2017). What is a good research project? In K. Kimura & J. Middlecamp (Eds.), *ELT research and practice: Voices from the far edge* (pp. 215-225). Phnom Penh: IDP Education (Cambodia).
11. **Paltridge, B.** & Starfield, S. (2017). English for specific purposes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning, Volume III* (pp. 56-67). New York: Routledge.

12. **Paltridge, B.** & Starfield, S. (2016). Ethnographic perspectives on English for academic purposes research. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 219-230). Abingdon, UK: Routledge.
13. **Paltridge, B.** (2016). Data selection as an ethical issue: Dealing with outliers in telling a research story. In P. De Costa (Ed.), *Ethics in applied linguistics research. Language researcher narratives* (pp. 38-50). New York: Routledge.
14. Clement, N., Lovat, T., Holbrook, A., Kiley, M., Bourke, S., **Paltridge, B.**, Starfield, S., Fairbairn, H. & McInerney, D. (2015). Exploring doctoral examiner judgements through the lenses of Habermas and epistemic cognition. In J. Huisman & M. Tight (Eds.), *Theory and method in higher education research* Volume 1 (pp. 213-234). Oxford: Emerald.
15. **Paltridge, B.** (2015). Thesis and dissertation writing: An examination of published advice and actual practice. In H. Basturkmen (Ed.), *English for academic purposes*. Volume 1 (pp. 266-285). Abingdon, UK: Routledge.
16. **Paltridge, B.** (2015). Academic writing. In H. Basturkmen (Ed.), *English for academic purposes*, Volume 3 (pp. 57-94). Abingdon, UK: Routledge.
17. **Paltridge, B.** (2015). Discourse analysis. In C. Coombe & J. D. Brown (Eds.), *The Cambridge guide to research in language teaching and learning* (pp. 134-139). Cambridge: Cambridge University Press.
18. Phakiti, A. & **Paltridge, B.** (2015). Approaches and methods in applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics* (pp. 5-26). London: Bloomsbury.
19. **Paltridge, B.** & Phakiti, A. (2015). Developing a research project. In B. Paltridge & A. Phakiti. (Eds.), *Research methods in applied linguistics* (pp. 259-278). London: Bloomsbury.
20. **Paltridge, B.** & Wang, W. (2015). Discourse analysis. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics* (pp. 205-224) London: Bloomsbury.
21. **Paltridge, B.** (2015). Language, identity and communities of practice. In D. Djenar, A. Mahboob & K. Cruickshank (Eds.), *Language and identity across modes of communication* (pp. 15-25). Boston, MA: De Gruyter Mouton.
22. Starfield, S. & **Paltridge, B.** (2014). Generic support for developing a research proposal. In S. Carter & D. Laurs (Eds.), *Developing generic support for doctoral students* (pp. 112-115). London: Routledge.
23. Starfield, S., **Paltridge, B.** & Ravelli, L. (2014). Researching academic writing: What textography affords. In J. Huisman & M. Tight (Eds.), *Theory and method in higher education research II* (pp. 103-120). Oxford: Emerald.
24. Ravelli, L., **Paltridge, B.** & Starfield, S. (2014). Diversity in creative and performing arts doctoral writing: A way forward. In Ravelli, L., B. Paltridge & S. Starfield (Eds.), *Doctoral writing in the creative and performing arts: The researcher/practitioner nexus* (pp. 389-406). Faringdon, UK: Libri
25. **Paltridge, B.**, Starfield, S., Ravelli, L., Tuckwell, K. & Nicholson, S. (2014). Genre in the creative-practice doctoral thesis: Diversity and unity. In G. Garzone & C. Ilie (Eds.), *Evolving genres and genre theory: Specialized communication across contexts and media* (pp. 89-106). Boca Raton, FA: Brown Walker Press.
26. **Paltridge, B.** (2013). Narrative inquiry and the researching of academic and professional genres. In M. Gotti & C. S. Guinda (Eds.), *Narratives in academic and professional genres* (pp. 497-501). Bern: Peter Lang.

27. **Paltridge, B.** (2013). Critical discourse analysis. In K. Hyland (Ed.), *Discourse studies reader* (pp. 89-109). London: Bloomsbury.
28. **Paltridge, B.** (2013). Genre and English for specific purposes. In B. Paltridge & S. Starfield (Eds.), *Handbook of English for specific purposes* (pp. 347-366). Malden, MA: Wiley-Blackwell.
29. **Paltridge, B.** (2013). Theses and dissertations in English for specific purposes. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford, UK: Wiley-Blackwell.
30. Starfield, S., **Paltridge, B.** & Ravelli, L. (2012). "Why do we have to write?" Practice-based theses in the visual and performing arts and the place of writing. In V.K. Bhatia, C. Berkenkotter & M. Gotti (Eds.), *Insights into academic genres* (pp. 169-190). Bern: Peter Lang.
31. **Paltridge, B.** & Woodrow, L.. (2012). Thesis and dissertation writing: Moving beyond the text. In R. Tang. (Ed.), *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts* (pp. 88-104). London: Continuum.
32. Mahboob, A. & **Paltridge, B.** (2012). Critical discourse analysis and critical applied linguistics. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.
33. **Paltridge, B.** (2012). Teaching English for specific purposes. In A Burns & J. Richards (eds). *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 179-185). New York: Cambridge University Press.
34. **Paltridge, B.**, Thomas, S & Liu, J. (2011). Genre, performance and Sex and the City. In R. Piazza, F. Rossi & M. Bednarek (Eds.), *Telecinematic discourse: An introduction to the fictional language of cinema and television* (pp. 249-262). Amsterdam: John Benjamins.
35. **Paltridge, B.** & Starfield, S. (2011). Research in English for specific purposes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning*, Volume 2 (pp. 196-121). London: Routledge.
36. **Paltridge, B.** & Wang, W. (2011). Contextualizing ESP research: Media discourses in China and Australia. In D. Belcher, A.M. Johns & B. Paltridge (Eds). *New directions in English for specific purposes research* (pp. 25-43.) Ann Arbor: University of Michigan Press.
37. **Paltridge, B.** & Wang, W. (2010). Researching discourse. In B. Paltridge & A. Phakiti. (Eds.), *Companion to research methods in applied linguistics* (pp. 256–273). London: Continuum.
38. **Paltridge, B.** (2009). Afterword: Where have we come from and where are we now? In D. Belcher (Ed.), *English for specific purposes in theory and practice* (pp. 289-296). Ann Arbor: University of Michigan Press.
39. **Paltridge, B.** & Harbon, L. (2008). Intercultural competency and the international student experience. In J. van Rij-Heyligers (Ed.), *Intercultural communications across university settings: Myths and realities* (pp. 54-64). Auckland: Pearson Education.
40. Ohashi, J and H. Ohashi, H. & **Paltridge, B.** (2008). Finishing the dissertation while on tenure track: Enlisting support from inside and outside the academy. In C. P. Casanave & X. Li (Eds.), *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation* (pp. 218-229). Ann Arbor: University of Michigan Press.
41. **Paltridge, B.** (2007). Approaches to teaching writing and College English textbooks. In D.L. Qiu & J. Cai (Eds.), *Explorations and prospectives for College English textbooks* (pp. 73-87). Shanghai: Fudan University Press.

42. **Paltridge, B.** (2007). Approaches to genre in ELT. In J. Cummins & C. Davison (Eds.), *The international handbook of English language teaching*, Volume 2 (pp. 931-943). Norwell, MA: Springer.
43. **Paltridge, B.** (2004). The exegesis as a genre: An ethnographic examination. In L. Ravelli & R. Ellis (Eds.), *Analyzing academic writing: Contextualized frameworks* (pp. 84-103). London: Continuum.
44. **Paltridge, B.** (2002). Genre, text type and the EAP classroom. In A.M. Johns (Ed.), *Genre in the classroom: Multiple perspectives* (pp. 73-90). Mahwah, NJ: Lawrence Erlbaum.
45. **Paltridge, B.** (2001). Linguistic research and EAP pedagogy. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 55-70). Cambridge: Cambridge University Press.
46. **Paltridge, B.** (1999). Reading across the curriculum: A genre-based perspective. In D. Short (Ed.) *New ways in teaching English at the secondary level* (pp. 165-167). Alexandria, VA: TESOL.
47. **Paltridge, B.** (1998). Get your terms in order. In P. Master & D. Brinton (Eds.), *New ways in English for specific purposes* (pp. 263-269). Alexandria, VA: TESOL.
48. **Paltridge, B.** (1998). Observation, feedback and setting individual learning goals. In J.D. Brown (Ed.), *New ways for classroom assessment* (pp. 177-182). Alexandria, VA: TESOL.
49. **Paltridge, B.** (1997). Genre, discourse and academic listening. In M. Lewis (Ed.), *New ways in teaching adults* (pp. 51-53). Alexandria, VA: TESOL.

Articles * indicates a peer-reviewed journal

1. Kiley, M., Holbrook, A., Lovat, T., Fairbairn, H., Starfield, S. & **Paltridge, B.** (2018). An oral component in doctoral examination in Australia: Issues and considerations. *Universities Review* 60, 25-34. *
2. Starfield, S., **Paltridge, B.**, McMurtrie, R., Holbrook, A., Bourke, S., Lovat, T., Kiley, M., & Fairbairn, H. (2017). Evaluation and instruction in PhD examiners' reports: How grammatical choices construe examiner roles. *Linguistics and Education* 42, 53-64. *
3. **Paltridge, B.** & Stevenson, M. (2017). Textography as a strategy for investigation: Writing in higher education and in the professions. *Oslo Studies in Language*, 9, 3, 45-58. *
4. **Paltridge, B.** (2016). Writing retreats as writing pedagogy. *Writing & Pedagogy*, 8, 199-213. *
5. **Paltridge, B.** (2016). Developments in English for specific purposes research. *OnCUE Journal*, 9, 2, 73-85.
6. Mahboob, A., **Paltridge, B.** Phakiti, A., Wagner, E., Starfield, S., Burns, A., Jones, R. & De Costa, P. (2016). *TESOL Quarterly* research guidelines. *TESOL Quarterly*, 50, 130-153. *
7. Starfield, S., **Paltridge, B.**, McMurtrie, R., Holbrook, A., Bourke, S., Lovat, T., Kiley, M., & Fairbairn, H. (2015). Understanding the language of evaluation in examiners' reports on doctoral theses: An APPRAISAL analysis. *Linguistics and Education*, 31, 130-144. *
8. Lovat, T., Holbrook, A., Bourke, S., Fairbairn, H., Kiley, M., **Paltridge, B.** & Starfield, S. (2015). Examining doctoral examination and the question of the Viva. *Higher Education Research*, 47, 3, 5-23. *

9. **Paltridge, B.** (2015). Referees' comments on submissions to peer-reviewed journals: When is a suggestion not a suggestion? *Studies in Higher Education*, 40, 1, 106-122 *
10. **Paltridge, B.** (2014). What motivates applied linguistics research? *AILA Review*, 27, 98-104. *
11. **Paltridge, B.** (2014). Genre and second language academic writing. *Language Teaching*, 47, 303-318. *
12. **Paltridge, B.** (2014). What is a good research project? *Language Education in Asia*, 5, 1, 20-27. *
13. Starfield, S. & **Paltridge, B.** (2014). Current and future directions in English for specific purposes research. *Revue Française de Linguistique Appliquée*. 29, 1. 9-14. *
14. **Paltridge, B.** (2013). Learning to review submissions to peer reviewed journals: How do they do it? *International Journal for Researcher Development*, 4, 1. 6-18. *
15. Ravelli, L., **Paltridge, B.** Starfield, S. & Tuckwell, K. (2013). Extending the notion of text: The creative arts doctoral thesis. *Visual Communication*, 12, 4, 395-422. *
16. **Paltridge, B.**, Starfield, S., Ravelli, L. & Tuckwell, K. (2012). Change and stability: Examining the macrostructures of doctoral theses in the visual and performing arts. *Journal of English for Academic Purposes*, 11, 332-344. *
17. **Paltridge, B.** Starfield, S., Ravelli, L., Nicholson, S. & Tuckwell, K. (2012). Doctoral writing in the visual and performing arts: Two ends of a continuum. *Studies in Higher Education*. 37, 8: 989-1003. *
18. **Paltridge, B.** (2011) Genre and English for specific purposes. *GXB. Genre across borders*. Available at <http://genreacrossborders.org/research/genre-and-english-specific-purposes> *
19. **Paltridge, B.** Starfield, S., Ravelli, L. & Nicholson, S. (2011). Doctoral writing in the visual and performing arts: Issues and debates. *The International Journal of Art and Design Education*, 30, 242-255. *
20. **Paltridge, B.** (2010). Discourse relations, semantic relations and English in academic settings. *Journal of Maori and Pacific Development*. Festschrift in honour of Winifred Crombie, 11, 19-26 *
21. Burns, A., **Paltridge, B.** & Wigglesworth, G. (2008). Review of recent doctoral research in second language teaching and learning in Australia. *Language Teaching*. 41, 275-295. *
22. **Paltridge, B.** (2008). Genre-based teaching and ESP course design. *English Career*, 28, 1-8.
23. **Paltridge, B.** (2008). Textographies and the researching and teaching of writing. *Iberica, Journal of the European Association of Languages for Specific Purposes*. 15, 9-23 *
24. **Paltridge, B.** (2007). Beyond the text: An examination of Chinese College English writing. *University of Sydney Papers in TESOL*, 2, 2. 149-166. *
25. Johns, A.M., Bawarshi, A., Coe, R. M., Hyland, K., **Paltridge, B.**, Reiff, M.-J. & Tardy, C. M. (2006). Crossing the boundaries of genre studies: Commentaries by experts. *Journal of Second Language Writing*, 15, 234-249. *
26. **Paltridge, B.** (2004). Academic writing. *Language Teaching*, 37, 87-105. *

27. **Paltridge, B.** (2003). Teaching thesis and dissertation writing. *Hong Kong Journal of Applied Linguistics*, 8, 2, 78-96. *
28. **Paltridge, B.** (2003). Underlying philosophies of English language education in Australia. *English Teaching*, 58, 273-284. *
29. **Paltridge, B.** (2002). Academic literacies and changing university communities. *Revista Canaria de Estudios Ingleses*, 44, 15-28 *
30. **Paltridge, B.** (2002). Thesis and dissertation writing: An examination of published advice and actual practice. *English for Specific Purposes* 21, 125-143. *
31. **Paltridge, B.** (2001). Genre and the language learning program. *New Zealand Studies in Applied Linguistics*, 7, 1-14. *
32. **Paltridge, B.** and K. O'Loughlin. (2001). AIDS awareness and discourse interpretation: The Travel Safe campaign. *Australian Review of Applied Linguistics*. 24, 75-92. *
33. **Paltridge, B.** (2000). Genre knowledge and teaching professional communication. *IEEE Transactions on Professional Communication*, 43, 4. 1-4. *
34. **Paltridge, B.** (2000). Genre knowledge and the language learning classroom. *EA Journal*, 18, 2, 52-59. *
35. **Paltridge, B.** (2000). Systems of genres and the EAP classroom. *TESOL Matters*, 10, 1, 12.
36. **Paltridge, B.** (2000). Generoa, testu-mota eta hizkuntz klasea. *HIZPIDE*, 24, 80-88.
37. **Paltridge, B.** (1999). Approaches to teaching second language writing. *Victorian Association of TESOL and Multicultural Education Newsletter*, 90, 11-14.
38. **Paltridge, B.** (1998). Systems of genres and the TESOL classroom. *TESOL in Context*, 8, 1, 13-16. *
39. **Paltridge, B.** & O'Loughlin, K. (1998). AIDS awareness and discourse interpretation: An Australian study. *Melbourne Papers in Applied Linguistics*, 10, 1, 39-58.
40. **Paltridge, B.** (1997). Thesis and dissertation writing: Preparing ESL students for research. *English for Specific Purposes*, 16, 61-70. *
41. **Paltridge, B.** (1996). Genre, text type and the language learning classroom. *ELT Journal*, 50, 237-243. *
42. Starks, D. & **Paltridge, B.** (1996). A note on using sociolinguistic methods to study nonnative attitudes towards English. *World Englishes*, 15, 207-214. *
43. **Paltridge, B.** (1995). Genre and the notion of prototype. *Prospect*, 10, 3, 28-34. *
44. **Paltridge, B.** (1995). Analyzing genre: A relational perspective. *System*. 23, 503-511. *
45. **Paltridge, B.** (1995). Working with genre: A pragmatic perspective *Journal of Pragmatics*. 24, 393-406. *
46. **Paltridge, B.** (1995). An integrated approach to language program development. *English Teaching Forum*, 33, 3. 41-44. *
47. **Paltridge, B.** (1994). Genre analysis and the identification of textual boundaries. *Applied Linguistics*, 15, 3, 288-299. *
48. **Paltridge, B.** (1994). Portfolio assessment and the second language methods course.

The Teacher Trainer, 8, 3-5. *

49. **Paltridge, B.** (1994). Focusing on language in the communicative classroom. *The New Zealand Language Teacher*, 20, 1, 71-76. *
50. **Paltridge, B.** (1994). Genre analysis and the language learning classroom: A relational perspective. *Waikato Working Papers in Language Education*, 2, 65-73.
51. Starks, D. & **Paltridge, B.** (1994). Varieties of English and the EFL classroom: A New Zealand study. *The TESOLANZ Journal*, 2, 69-77.
52. **Paltridge, B.** (1994). TESOL teacher training courses in New Zealand, *TESOLANZ Newsletter*, 3, 1-6.
53. **Paltridge, B.** (1993). Writing up research: A systemic-functional perspective. *System*, 21, 175-192. *
54. **Paltridge, B.** (1992). EAP placement testing: An integrated approach. *English for Specific Purposes*, 11, 243-268. *
55. **Paltridge, B.** (1991). English as an international language: An overview. *Cross Currents*, 18, 1, 27-36. *
56. **Paltridge, B.** (1989). Placement testing: A study in self-evaluation. *Prospect*, 4, 2, 27-38. *
57. **Paltridge, B.** (1989). Self-evaluation and on-arrival placement testing. *The ELICOS Association Newsletter*, 7, 2.
58. **Paltridge, B.** (1989). Using the media as a resource to develop oral fluency. *The ELICOS Association Newsletter*, 7, 1, 23-26.
59. **Paltridge, B.** (1987). Keeping a conversation going. *Prospect*, 3, 1, 103-108. *
60. **Paltridge, B.** (1987). Jigsaw/problem-solving activities. *The ELICOS Association Newsletter*, 5, 1, 13-16.
61. **Paltridge, B.** & King, J (1987). Business English: A resources inventory. *The ELICOS Association Newsletter*, 5, 2, 15-20.
62. **Paltridge, B.** (1986). Specialist TESOL teacher training courses in Australia. *The ELICOS Association Newsletter*, 4, 1, 3-28.

Thesis and dissertation supervision

1. A critical discourse analysis of Japanese and Chinese newspapers' views on the disputed islands between Japan and China: Hideo Watanabe (PhD – current)
2. Teacher written feedback and student response to feedback in an ESL classroom - Mazin Yousif (PhD – current) with Marie Stevenson
3. Using evidence: What undergraduate students know and what they do: Leighana Thornton (PhD – current) with Marie Stevenson
4. Intercultural discourses of university introductions: A genre analysis of Chinese university web-pages: Wenchao Tu (PhD – completed)
5. Blame and responsibility in the global financial crisis: Jennifer Cope (PhD – completed) with Marie Stevenson
6. Learning through participation: Supporting internationalization and generic skills: Jennifer Tindale (PhD – completed) with Sue Gordon.

7. Japanese women's lifestyle magazines: Exploring multimodal texts: Haruna Yamaguchi (MEd dissertation – completed).
8. The effects of oral feedback in one to one writing conferences on L2 students' subsequent revisions to their work: Mazin Yousif (MEd Research - completed).
9. An analysis of micro-genres in Japanese university entrance examinations: Hideo Watanabe (MEd dissertation – completed)
10. Business English education in China and the construction of professional identities: Zuo Cheng Zhang (PhD – completed)
11. Race and Business English education in China. Sarah Bedford (MPhil – completed)
12. Chinese PhD acknowledgements: A communities of practice perspective. Peng Hua (EdD – completed)
13. Learning Kanji in a second language: Heath Rose (PhD – completed) with Lesley Harbon
14. The blog as genre and performance: An analysis of A-list personal blogs: Jianxin Liu (PhD- completed)
15. Editorials on terrorism in Chinese and English: A contrastive genre study. Wei Wang (PhD – completed)
16. Argumentation in native and non-native speaker essays Sook Hee Lee (PhD - completed) with Len Unsworth
17. Korean middle school EFL classrooms: Tasks, interactions and pedagogy. Hyun Hee Kim (PhD – completed) with Hui Shen
18. Korean students' acquisition of Chinese and English vocabulary. Jeong Min Lee (PhD - completed) with Robert Elliot
19. An analysis of questions initiated by native and non-native English speaking patients and their parents during pediatric consultations: Anne Kanaris (with Julie Bradshaw) (PhD - completed)
20. An investigation into the nature of pair work in an ESL classroom and its effect on grammatical development: Neomy Storch (PhD – completed)
21. Learning strategies of adult ESL learners in Australia: Quantitative and qualitative perspectives: Helen Lunt (PhD - completed)
22. Thanking, giving and receiving in Japanese: A cross-cultural pragmatic investigation: Jun Ohashi (PhD - completed)
23. The effect of language background on languages other than English test performance: Catherine Elder (with Tim McNamara) (PhD - completed)
24. Theoretical and pedagogic issues involved in the design and evaluation of English language programs for Thai university students: Pimporn Chandee (with Winifred Crombie) University of Waikato (PhD - completed)
25. International languages in New Zealand secondary schools and universities: coherence, consistency and transparency. Diane Johnson (with Winifred Crombie) University of Waikato (PhD - completed)
26. The covers of Japanese women's lifestyle magazines: Exploring multimodal texts. Haruna Yamaguchi MEd TESOL - current)

27. The employability of non-native English speaking teachers: A survey of hiring practices and beliefs in Australia's ESL market: Victoria Phillips (MEd TESOL - completed)
28. Chinese universities on the Internet: A comparison of Chinese and English texts: Wenchao Tu (MEd TESOL - completed)
29. Systems of genre and the TAFE application process: Jennifer Cope (MEd – completed)
30. Making requests: Perception and production of speech acts between Japanese and Australians: Junko Negishi (MEd – completed)
31. Minority language students and college English writing in China: Jianxin Liu (MEd – completed)
32. Negative transfer in the translation work of college English students in China: Ying Liu (MEd – completed)
33. A genre based analysis of high school English textbooks in Korea: Sanchil Lee (MEd – completed)
34. An examination of first and second language postgraduate students' lecture comprehension strategies at the University of Sydney: Henry Yu Wang (MEd – completed)
35. A case study of the spoken and written genre needs of international students in the MEd TESOL at the University of Sydney: Win Naing Soe (MEd – completed)
36. A contrastive critical discourse analysis of letters to the editor in English and Korean: Young Mi Kim (MEd – completed)
37. An examination of successful strategies for learning Kanji: Heath Rose (MEd – completed)
38. Politeness and gender in television talk shows – The Panel: Katie Ellis (MEd – completed)
39. A contrastive analysis of letters to the editor in English and Chinese: Wei Wang (MEd – completed)
40. Translation as a learner strategy in an Indonesian immersion program: Paul Thomas (MA - completed)
41. Writing through cultures: the thesis writing experiences of five postgraduate research students from non-English speaking backgrounds and cultures: Anne Prince (MA – completed)
42. The notion of equivalence in Serbian/English health care translation: Svetlana Cuk (MA - completed)
43. Linguistic strategies used by men in a university cricket club newsletter: Kirsten Richardson (MA - completed)
44. Overlap in the English of ESL speakers: Valerie Astbury (MA - completed)
45. An analysis of grammatical accuracy in VCE English papers: John Ingamells (MA - completed)
46. A conversation analysis of opening sequences in Chinese telephone calls: Lan Yang (MA - completed)
47. Roles and perceptions of interpreters in speech pathology settings: Elizabeth Clark (MA - completed)
48. An analysis of argumentative style in EFL student writing: Kevin Smith (MA - completed)

49. An investigation into approaches to IELTS preparation with a particular focus on the academic writing component of the test: James Brown (MA - completed)
50. Overlap in Italian television talkback shows: Serafina Giannone (MA - completed)
51. A comparative examination into the structure of arguments: Frame semantics and conversation analysis: Joanna Orr (MA - completed)
52. Learner perceptions of error correction techniques: Caryn Nery (MA - completed)
53. The effect of training on the use of the ASLPR by TAFE teachers: Glynnis Hughes (MA - completed)
54. Burmese students' academic progress in an Australian EFL and in a university setting: Rosalind Washington (MA - completed)
55. The rhetoric of introductions of research articles written in English and Polish: Zosia Golebiowski (MA - completed)
56. Intercultural communication in English between Australians and Koreans: Jane Moon (with Michele de Courcy) (MA - completed)
57. Pre-court barrister-client interactions: An investigation: Carmel O'Shanessey (MA - completed)
58. An investigation into the use of the particle gamma in Cantonese: Chor Leung Wan (MA - completed)
59. The development of a post-registration English for specific purposes syllabus for nurses of diverse cultural background entering community nursing: Lawrence Arnold (MA - completed)
60. An examination of MA theses in applied linguistics: John Drennan (MA - completed)
61. Language problems and learning difficulties: The experiences of international students at the University of Waikato: Josephine Ashdown (MA - completed)
62. The place of listening in the EFL classroom: An East-West comparison: Xiao Wei Xu (MA - completed)

Professional and academic involvement

Member:	American Association of Applied Linguistics Dissertation Award Committee (2017-2020)
Editor:	TESOL Quarterly (Wiley) (2014 - 2017) English for Specific Purposes (Elsevier) (2006 - 2011) Australian Review of Applied Linguistics (John Benjamins) (2000 - 2002) Melbourne Papers in University Language Teaching (2000) TESOL Matters: ESP interest section column (1999 - 2000) The ELICOS Association Newsletter (1997)
General editor:	University of Sydney Papers in TESOL (from 2007)
Emeritus editor:	English for Specific Purposes (from 2012)
Series editor:	Routledge Introductions to English for Specific Purposes Routledge Research in English for Specific Purposes
Editorial board:	English Australia Journal (2006-present)

Studies in Graduate and Postdoctoral Education (2012-present)
 Taiwan International ESP Journal (2007-present)
 Chinese Journal of ESP (2010-present)
 Shanghai Foreign Language Education Press, TESOL Experts series (2017-present)

Reviewer:

Peer-reviewed journals:
 Applied Linguistics
 Discourse Processes
 English for Specific Purposes
 Hong Kong Journal of Applied Linguistics
 Journal of English for Academic Purposes
 Journal of Pragmatics
 Journal of Sociolinguistics
 Language Teaching
 Language Teaching Research
 Language Testing
 Modern Language Journal
 Prospect
 System
 TESOL Quarterly
 Text and Talk

Book proposals:
 Addison Wesley Longman
 Cambridge University Press
 Elsevier
 Hong Kong University Press
 John Benjamins
 Lawrence Erlbaum
 Monash ePress
 Routledge
 Wiley-Blackwell
 Palgrave Macmillan
 Continuum
 Emerald

Examiner:

PhD in Applied Linguistics, Victoria University of Wellington
 PhD in Applied Linguistics, University of New South Wales
 PhD in Applied Linguistics, Monash University
 PhD in Applied Linguistics, University of Sydney
 PhD in TESOL, University of Sydney
 Doctor of Education, University of Sydney
 PhD in Applied Linguistics, University of Melbourne
 PhD in TESOL, University of Melbourne
 PhD in TESOL, City University of Hong Kong
 PhD in Applied Linguistics, University of Auckland
 PhD in TESOL, University of Kwazulu-Natal
 PhD in Education, University of Auckland
 PhD in Education, Queensland University of Technology
 PhD in Applied Linguistics, University of Waikato
 PhD in Applied Linguistics, Macquarie University
 PhD in Language and Literacy Education, University of British Columbia
 PhD in Education, University of New England
 Doctor of Applied Linguistics, Macquarie University
 MA in Applied Linguistics, University of Melbourne
 MEd in TESOL, University of Melbourne
 MA in Applied Linguistics, Victoria University of Wellington