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Publications*Books*

1. **Paltridge, B.** & Starfield, S. (2022). *Change and stability in thesis and dissertation writing: The evolution of an academic genre*. London: Bloomsbury.
2. **Paltridge, B.** (2021). *Discourse analysis*. Third edition. London: Bloomsbury.
3. **Paltridge, B.** & Starfield, S. (2020). *Thesis and dissertation writing in a second language. A handbook for students and their supervisors*. Second edition. London: Routledge.
4. **Paltridge, B.** (2019). *Writing for research purposes: Theory and practice*. Shanghai: Shanghai Foreign Language Education Press.
5. **Paltridge, B.** (2017). *The discourse of peer review: Reviewing submissions to academic journals*. London: Palgrave Macmillan.
6. **Paltridge, B.** & Starfield, S. (Eds.), (2016). *The handbook of English for specific purposes* (Chinese edition). Beijing: Tsinghua University Press.
7. **Paltridge, B.** & Starfield, S. (2016). *Getting published in academic journals: Navigating the publication process*. Ann Arbor: University of Michigan Press.
8. **Paltridge, B.**, Starfield, S. & Tardy, C. M. (2016). *Ethnographic perspectives on academic writing*. Oxford: Oxford University Press.
9. **Paltridge, B.** & Phakiti, A. (Eds.), (2015). *Research methods in applied linguistics*. London: Bloomsbury.
10. Ravelli, L., **Paltridge, B.** & Starfield, S. (Eds.), (2014). *Doctoral writing in the creative and performing arts*. Faringdon, UK: Libri.
11. Hyland, K. & **Paltridge, B.** (Eds.), (2013). *Bloomsbury companion to discourse analysis*. (paperback edition). London: Continuum.
12. **Paltridge, B.** & Starfield, S. (Eds.), (2013). *The handbook of English for specific purposes*. Malden, MA: Wiley-Blackwell
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14. Hyland, K. & **Paltridge, B.** (Eds.), (2011). *Continuum companion to discourse analysis*. London: Bloomsbury.
15. Belcher, D., Johns, A. M. & **Paltridge, B.** (Eds.), (2011). *New directions in English for specific purposes research*. Ann Arbor: University of Michigan Press
16. **Paltridge, B.** & Phakiti, A. (Eds.), (2010). *Continuum companion to research methods in applied linguistics*. London: Continuum.
17. **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.

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21. **Paltridge, B.** (2000). *Making sense of discourse analysis*. Gold Coast, Queensland: Antipodean Educational Enterprises.
22. **Paltridge, B.** (1997). *Genre, frames and writing in research settings*. Amsterdam: John Benjamins.
23. King, S. & **Paltridge, B.** (1991). *Context: An Australian intensive English course*. Student's Book. Melbourne: Longman.
24. King, S. & **Paltridge, B.** (1991). *Context: An Australian intensive English course*. Teacher's Book. Melbourne: Longman.
25. 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.** (2020). Discourse analysis for the second language writing classroom. In J. I. Lontas (Ed.), *The TESOL encyclopaedia of English language teaching*. Online update. Malden, MA: Wiley.
2. **Paltridge, B.** (2020). Graduate student writing. In J. I. Lontas (Ed.), *The TESOL encyclopaedia of English language teaching* Online update. Malden, MA: Wiley.
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5. **Paltridge, B.** (2019). Getting published in peer-reviewed journals: Advice for beginning academic authors. In Y. Sun, L. Li & H. Cai (Eds.), *Asian research on English for specific purposes*. Singapore: Springer.
6. **Paltridge, B.** (2019). Preface. In K. Hyland & L. L. C. Wong (Eds.), *Specialised English: New directions in ESP and EAP research and practice* (pp. xii-xiii). London: Routledge.
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Articles * indicates a peer-reviewed journal

1. Starfield, S. & **Paltridge, B.** (2019). Thesis and dissertation writing in a second language: Context, identity, genre. *Journal of Second Language Writing*, 43, 1-3 *
2. **Paltridge, B.** (2019). Looking inside the world of peer review: Implications for graduate student writers. *Language Teaching*, 52, 3, 331-342. *

3. Kiley, M., Holbrook, A., Lovat, T., Fairbairn, H., Starfield, S. & **Paltridge, B.** (2018). An oral component in doctoral examination in Australia: Issues and considerations. *Australian Universities Review* 60, 25-34. *
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10. 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. *
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12. **Paltridge, B.** (2014). What motivates applied linguistics research? *AILA Review*, 27, 98-104. *
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14. **Paltridge, B.** (2014). What is a good research project? *Language Education in Asia*, 5, 1, 20-27. *
15. Starfield, S. & **Paltridge, B.** (2014). Current and future directions in English for specific purposes research. *Revue Française de Linguistique Appliquée*. 29, 1. 9-14. *
16. **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. *
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18. **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. *
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45. **Paltridge, B.** (1995). Genre and the notion of prototype. *Prospect*, 10, 3, 28-34. *
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54. **Paltridge, B.** (1994). TESOL teacher training courses in New Zealand, *TESOLANZ Newsletter*, 3. 1-6.
55. **Paltridge, B.** (1993). Writing up research: A systemic-functional perspective. *System*, 21, 175-192. *
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61. **Paltridge, B.** (1987). Keeping a conversation going. *Prospect*, 3, 1, 103-108. *
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Newsletter, 5, 1. 13-16.

63. **Paltridge, B.** & King, J (1987). Business English: A resources inventory. *The ELICOS Association Newsletter*, 5, 2, 15-20.
64. **Paltridge, B.** (1986). Specialist TESOL teacher training courses in Australia. *The ELICOS Association Newsletter*, 4, 1, 3-28.

Thesis and dissertation supervision

1. English language teacher employability and identity: Victoria Phillips (PhD – current)
2. Teacher written feedback and student response to feedback in an ESL classroom - Mazin Yousif (PhD – current) with Marie Stevenson
3. ESL students transitioning from high school preparation to high school: Development of authorial voice - Olga Mhilli (PhD – current) with Marie Stevenson
4. Using evidence: What undergraduate students know and what they do: Leighana Thornton (PhD – current) with Marie Stevenson
5. The discursive construction of the international dispute between China and Japan over islands in the East China Sea: Hideo Watanabe (PhD – completed)
6. How universities introduce themselves on the Internet.: A critical multimodal genre study: Wenchao Tu (PhD – completed)
7. Blame and responsibility in the global financial crisis: Jennifer Cope (PhD – completed) with Marie Stevenson
8. Learning through participation: Supporting internationalization and generic skills: Jennifer Tindale (PhD – completed) with Sue Gordon.
9. Japanese women's lifestyle magazines: Exploring multimodal texts: Haruna Yamaguchi (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 effects of oral feedback in one to one writing conferences on L2 students' subsequent revisions to their work: Mazin Yousif (MEd Research - completed).
27. An analysis of micro-genres in Japanese university entrance examinations: Hideo Watanabe (MEd dissertation – completed)
28. The covers of Japanese women's lifestyle magazines: Exploring multimodal texts. Haruna Yamaguchi MEd TESOL - completed)
29. 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)
30. Chinese universities on the Internet: A comparison of Chinese and English texts: Wenchao Tu (MEd TESOL - completed)
31. Systems of genre and the TAFE application process: Jennifer Cope (MEd – completed)
32. Making requests: Perception and production of speech acts between Japanese and Australians: Junko Negishi (MEd – completed)
33. Minority language students and college English writing in China: Jianxin Liu (MEd – completed)
34. Negative transfer in the translation work of college English students in China: Ying Liu (MEd – completed)
35. A genre based analysis of high school English textbooks in Korea: Sanchil Lee (MEd – completed)
36. An examination of first and second language postgraduate students' lecture comprehension strategies at the University of Sydney: Henry Yu Wang (MEd – completed)
37. 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)
38. A contrastive critical discourse analysis of letters to the editor in English and Korean: Young Mi Kim (MEd – completed)
39. An examination of successful strategies for learning Kanji: Heath Rose (MEd – completed)

40. Politeness and gender in television talk shows – The Panel: Katie Ellis (MEd – completed)
41. A contrastive analysis of letters to the editor in English and Chinese: Wei Wang (MEd – completed)
42. Translation as a learner strategy in an Indonesian immersion program: Paul Thomas (MA - completed)
43. Writing through cultures: the thesis writing experiences of five postgraduate research students from non-English speaking backgrounds and cultures: Anne Prince (MA – completed)
44. The notion of equivalence in Serbian/English health care translation: Svetlana Cuk (MA - completed)
45. Linguistic strategies used by men in a university cricket club newsletter: Kirsten Richardson (MA - completed)
46. Overlap in the English of ESL speakers: Valerie Astbury (MA - completed)
47. An analysis of grammatical accuracy in VCE English papers: John Ingamells (MA - completed)
48. A conversation analysis of opening sequences in Chinese telephone calls: Lan Yang (MA - completed)
49. Roles and perceptions of interpreters in speech pathology settings: Elizabeth Clark (MA - completed)
50. An analysis of argumentative style in EFL student writing: Kevin Smith (MA - completed)
51. An investigation into approaches to IELTS preparation with a particular focus on the academic writing component of the test: James Brown (MA - completed)
52. Overlap in Italian television talkback shows: Serafina Giannone (MA - completed)
53. A comparative examination into the structure of arguments: Frame semantics and conversation analysis: Joanna Orr (MA - completed)
54. Learner perceptions of error correction techniques: Caryn Nery (MA - completed)
55. The effect of training on the use of the ASLPR by TAFE teachers: Glynnis Hughes (MA - completed)
56. Burmese students' academic progress in an Australian EFL and in a university setting: Rosalind Washington (MA - completed)
57. The rhetoric of introductions of research articles written in English and Polish: Zosia Golebiowski (MA - completed)
58. Intercultural communication in English between Australians and Koreans: Jane Moon (with Michele de Courcy) (MA - completed)
59. Pre-court barrister-client interactions: An investigation: Carmel O'Shanessey (MA - completed)
60. An investigation into the use of the particle gamma in Cantonese: Chor Leung Wan (MA - completed)
61. The development of a post-registration English for specific purposes syllabus for nurses of diverse cultural background entering community nursing: Lawrence Arnold (MA - completed)

62. An examination of MA theses in applied linguistics: John Drennan (MA - completed)
63. Language problems and learning difficulties: The experiences of international students at the University of Waikato: Josephine Ashdown (MA - completed)
64. 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: Cambridge Elements: Language Teaching (Cambridge University Press)
Research Methods in Applied Linguistics (John Benjamins)
New Perspectives for English for Academic Purposes (Bloomsbury)
Shanghai Foreign Language Education Press, TESOL Experts Series
English Australia Journal
Journal of English for Research Publication Purposes
Studies in Graduate and Postdoctoral Education
Taiwan International ESP Journal
Chinese Journal of English for Specific Purposes
International Arab Journal of English for Specific Purposes
- 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
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Emerald

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PhD in Applied Linguistics, Victoria University of Wellington
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