



PROGRAMA DE LA ASIGNATURA: TALLER DE COMUNICACIÓN ESCRITA EN INGLÉS

CARRERA/S: PROFESORADO EN INGLES

AÑO DE CURSADO: 5º año

ORDENANZA/S PLAN DE ESTUDIOS: PLAN 430/09

0430/09 AÑO LECTIVO: 2025

RÉGIMEN DE CURSADA: ANUAL

(Marcar con una X la opción correspondiente)

1º CUATRIMESTRE

2º CUATRIMESTRE

X

☐☐

CARGA HORARIA: 2 horas semanales

DEPARTAMENTO: LENGUA Y CULTURA

ÁREA: LENGUA

ORIENTACIÓN: LENGUA INGLESA

EQUIPO DE CÁTEDRA: Mgtr. Magdalena Zinkgraf (PAD1)

Esp. Alex Martínez (JTP3)



1. MARCO REFERENCIAL Y FUNDAMENTACIÓN

As advanced students and professionals-to-be, we need to be able to analyse the strengths and weaknesses in one's everyday practice, especially as a writer. An informed and careful analysis demands an awareness of the needs we will face both as a language learner and a teacher-to-be. This first step is what will inform the development of the writing skills we need to be equipped with. Bearing in mind the purposes of the writing tasks to undertake, as well as the audience to address, we need to be able to resort to the appropriate elements, strategies and techniques. This course aims to provide learners with the necessary procedural tools to successfully complete the tasks set, monitor their own and others' written production and develop the skills to conform to the standards of academic writing. To do so, learners will be guided in their exploration of multiple online resources and bibliography. Based on a writing-as-a-process approach and on the analysis of models of text types, this workshop addresses the issues involved in the cyclical nature of writing as a student and in academia in relation to the teaching and learning of a foreign language.

2. PROPÓSITOS/OBJETIVOS

AIMS

- to raise participants' consciousness with respect to the norms that govern academic writing as teachers and possible members of academia
- to contribute to participants' understanding of the specific writing conventions and traditions in different disciplines and areas of knowledge
- to draw participants' attention to the characterising features of scholarly and research papers
- to offer participants opportunities to analyse, write and revise scholarly and research papers and their sections

OBJECTIVES

- to raise learners' awareness of professional and academic styles of writing,
- to aid participants in obtaining a more complex and thorough understanding of citing, structural and stylistic conventions that govern academic writing,
- to offer learners the necessary tools and opportunities to question their own writing and assess its grammaticality and appropriateness in terms of the conventions of the genre,
- to equip participants with strategies that will enable them to comply with the writing requirements typical of the different disciplinary communities they participate in,
- to contribute to participants' exploration of different types of research and scholarly papers with respect to the disciplines they derive from,
- to allow participants to analyse different formats of papers and stylistic norms of academic writing,
- to foster in learners the systematic practice of writing as a process, encouraging them to submit successive rewrites of their written production based on feedback from both their



peers and teachers,

- to introduce participants to different techniques of adapting their writing to the requirements of academia,
- to raise their awareness as regards the issues that need to be taken into account in the formal presentation of arguments, methodologies and results or conclusions in different academic contexts and in diverse disciplines.

3. CONTENIDOS SEGÚN PLAN DE ESTUDIOS

El alumno analizará una amplia gama de textos académicos de distintos géneros. Estos le proporcionarán las herramientas discursivas necesarias para desempeñarse en forma efectiva en la producción de textos escritos en diversos formatos, con especial énfasis en informes, resúmenes, ensayos, monografías y reseñas críticas.

4. CONTENIDOS ANALÍTICOS

The contents have been arranged into units, all related to writing tasks participants need to complete both during their scholarly years and as professionals. Each unit includes contents around the main topic of the unit, a set of key readings based on which lessons will proceed and further readings and resources. Some of the contents below were planned beforehand as part of what the teachers assessed was part of the required skills learners should master by the time they finished the course. Some other elements incorporated into the syllabus are the result of former students' assessment of their own perceived needs with respect to writing.

UNIT I. Analysing a Scholarly/Research Paper

Analysing learner needs at university. What is a paper? What is the academic essay? Analysing and comparing models. The different academic disciplines and their writing traditions. Key linguistic features, organisation and structure across different disciplinary traditions. Academic Writing and its citing conventions: MLA and APA.

Key readings:

- Coffin et al. Ch. 3. "Writing for different disciplines" (pp. 45-72).
- Dickinson, P. (2012). Improving second language academic presentations with formulaic sequences.
- Hirsch, M. (2019). Connective arts of Postmemory. *Analecta Politica*, 9 (16), 171-176.
- Hedging in <https://www.eapfoundation.com/writing/references/reporting/>

Further readings:

- Valdes, Olivia. "An introduction to academic writing". ThoughtCo, Jan. 20, 2019, [thoughtco.com/what-is-academic-writing-1689052](https://www.thoughtco.com/what-is-academic-writing-1689052).

UNIT II. Completing scholarly tasks

Discipline-specific registers: developing a stance on evidence. Writing tasks (an essay, a scholarly or a research paper) set at university for courses like Literature, Introduction to Linguistics, and Language Acquisition. Organising your ideas around the tasks set. Presenting



supporting evidence for your thesis. Explaining graphs, figures and diagrams. Developing a solid academic vocabulary, suitable to register and task. Developing an academic writing style. Working with Thesauri and corpora to convey meanings. The use of artificial intelligence. Avoiding plagiarism: Direct quotation, in-text citing and paraphrasing. Reference lists. Deciding on reliable sources to quote.

Key readings and materials:

- “Analysing tasks” *BBC Worksheets* Unit 10 + video on Understanding the task
- Hartley, J. (2008). Tables and Graphs, in *Academic Writing and Publishing*, Routledge, 101-109
- McCarthy, M. & O’Dell, F. (2008). Units 24, 25, 26 & 27. *Academic Vocabulary in Use*. CUP p. 56-63.
- Academic good practice - a practical guide - Oxford University.
<http://www.ox.ac.uk/students/academic/guidance/skills>
- Policy on Plagiarism. The University of Adelaide.
<https://www.adelaide.edu.au/policies/230/all?dsn=policy.version;field=data;id=7663;m=view>
- “Reporting verbs” Smith, S. C. H. 2013. *EAP Foundation*. En
<https://www.eapfoundation.com/writing/references/reporting/>

Further readings:

- “Definition and Examples of Analysis in Composition. How to analyse a work of literature” ThoughtCo
- Rowland, S. (2007). Now then what am I meant to be doing here? *Times Higher Educational Supplement*, June 2007

UNIT III. Writing in Academia

Dissecting the different sections of published papers: Abstracts, Introduction & other sections, academic biographies and keywords. Applying for a Fullbright-Language-Teaching-Assistant scholarship -essays. Analysing models of abstracts and papers. Writing successful conclusions for your papers. Qualities of good research articles. Participating in conferences and seminars. Abstract writing. Writing your own academic biography.

Key readings:

- Units 34-36, 41-50 by McCarthy, M. & O’Dell, F. (2008).
- “Writing up the research paper: the Methods section” (p. 105-7) in *Looking Ahead*
- “The Abstract” (p.145-147) in *Looking Ahead*
- “Practicing Grammar Online: Multiple-choice or Fill-in-the-blanks” by Schuetze (2018)
- “Instructions for completing the Fullbright Foreign Language Teaching Assistant Program Application”- Fullbright 2024.



Writing conclusions

- Ending the Essay: Conclusions (1998, Pat Bellanca, for the Writing Center at Harvard University at <https://writingcenter.fas.harvard.edu/pages/ending-essay-conclusions>)
- Introductions and Conclusions at <https://writingcenter.uagc.edu/introductions-conclusions>
- How to write a captivating essay conclusion (2021) at <https://www.oxbridgeessays.com/blog/how-to-conclude-your-essay-well/>
- How to start a conclusion paragraph at <https://www.wikihow.com/Start-a-Conclusion-Paragraph>

Abstracts for the following papers:

- Focus on form, tasks and technology (Skehan, 2003)
- The acquisition of lexical phrases in academic writing: a longitudinal case study (Li & Schmitt, 2009)
- Gender effects on strategic competence: a survey study on compensatory strategies in a CLIL context (Basterrechea, Martínez-Adrián & Gallardo-del- Puerto, 2017).
- The Decolonial option in English Teaching: can the Subaltern Act? (Kumaravadivelu, 2016).
- Focus on Form: a critical review (Ellis, 2016)
- Research, perspectives and recommendations on implementing the flipped classroom. (Rotellar & Cain, 2016)
- Taking a multiple intelligences (MI) perspective (Gardner, 2017)
- Black Is Black Is Black?: African Immigrant Acculturation in Chimamanda Ngozi Adichie's *Americanah* and Yaa Gyasi's *Homegoing* (Landry, 2018)

Further readings:

- “The introductory paragraph” in <https://www.thoughtco.com/the-introductory-paragraph-1857260>
- Kistler, P. (2018). “11 Tips On How To Write A Personal Biography + Examples”
- “How to write a good academic biography (part 1 and part 2)” in enago.com
- Units 17-21, 34-36, 41-50 (McCarthy & O'Dell, 2008).

5. PROPUESTA METODOLÓGICA

For each of the units in the section above (Contents) a set of tasks has been outlined for learners to complete. Working their way through these tasks will enable them to acquire the necessary knowledge and apply the appropriate tools to attain the goals in this workshop. Learners will alternate between these sets of tasks and the practical assignments described in section 6 below. In this section, the tasks carried out during lessons are described per unit. Some other tasks will be weekly completed in relation to Linguistic development, extracted from different sources included in the references.



UNIT I. Analysing a Scholarly/Research Paper

Tasks:

- Analyse the peer-editing guideline and assess its usefulness. Suggest any modifications that might be necessary.
- Read the two model papers for the disciplines of Literature and Applied Linguistics (Hirsch, 2019 and Dickinson, 2012) carefully and make a note of interesting phrases you would like to learn and incorporate into your own writing. Complete the corresponding Wiki on Pedco with interesting useful expressions for each of the sections of a scholarly/academic/research paper.
- Read Ch. 3 by Coffin et al. (2003) and, in groups, analyse the extent of what is discussed based on the corresponding guideline.
- Read Ch. 3 and concentrate on Activity 3.4. (p. 58). In pairs, analyse the answers to the questions for each of the following situations: a) LUPAS in LI3; b) papers in Literature; c) papers in Introduction to Linguistics and Language Acquisition.
- Analyse instances of hedging, signposting and linking words (units in BBC - Go the Distance) in two papers belonging to different disciplines.

UNIT II. Completing scholarly tasks

Tasks:

- Focusing on previous essays and written papers, complete the peer-editing guideline to review your mistakes. In groups, identify common difficulties and possible ways to solve them. Use the BBC worksheets.
- Analyse argument organisation, thesis, topic sentences and conclusions of a model essay (The love of knowledge). Identify ways of paraphrasing and reorganisation of information. Select phrases and connectors that might be useful in the future.
- Analyse guidelines on writing conclusions for a paper or essay and, based on the discussion in groups, identify the shortcomings found in a set of former learners' conclusions for an essay.
- In groups write a collaborative document on your conclusions with respect to Dos and Don'ts in paper writing.
- Analysing ChatGPT's output for the prompt in PA#2, assess useful expressions, ways of paraphrasing and of writing conclusions. Identify good writing strategies and formulaic sequences you might want to incorporate into your own writing. Identify recurrent phrases and ways of organising information that could be considered evidence of the artificial intelligence's writing style.
- Analyse the sections corresponding to Plagiarism, Direct quotation, in-text citing and paraphrasing and Reference lists in the Manual of Publication of the American Psychology Association (7th Edition) and the Modern Language Association Publication Manual (9th Edition) and discuss ways to avoid plagiarism. Answer the True/False survey using the material as source of information.



- Individually analyse the rubrics of exam papers for other courses you have taken using the guidelines in the BBC Worksheets Unit 10. Share your conclusions in groups. Sketch an outline for your paper accordingly.
- Analyse an essay/paper you have submitted for another course in terms of the use you make of the tools reviewed in the BBC worksheets Academic Writing - Go the Distance. Complete the Peer Editing Worksheet (PEW) and identify strengths and weaknesses and in groups suggest possible solutions.
- Have a peer analyse your second version for PA#2 and complete the PEW for your written piece, and together explore its strengths and weaknesses. Discuss how to overcome its shortcomings.
- In groups analyse foreign universities' policies on plagiarism and summarise the information for other groups in a visual display format.
- Analyse the varying uses of direct and indirect quotations in the model papers read so far. Reflect on the purpose they serve.
- Analyse the use of quotations in papers you have written. Compare them to the guidelines in the manuals (APA and MLA) and decide what complies and doesn't with the conventions.
- Select a direct quote by an author you will need to cite in a practical assignment for one of the courses you are taking. Provide the necessary context to insert it as a) a direct quotation with acknowledgement, b) a paraphrase (with Parenthetical citation) already inserted in a text of your own and c) the corresponding references.
- Dos and Don'ts in citing (MLA or APA): Decide which of the following statements is true for the material you have analysed.
- Complete the Tasks in *Academic Vocabulary in Use* in relation to Ways of Talking about Facts, evidence and data (Unit 24), Numbers (Unit 25), Statistics (Unit 26) and Graphs and diagrams (Unit 27)
- Analyse the Results section of a dissertation read in the course Contrastive Analysis following the guideline designed to that effect.
- Complete a set of tasks revising the vocabulary related to presenting evidence and results.
- Analyse the results for the survey on Mental Health at FaeL carried out in 2023 by former learners taking the Writing Workshop. Focus on one of the items analysed and write a paragraph describing the results.

UNIT III. Writing in Academia

Tasks:

- Write a definition of some concepts in Applied Linguistics/ Language Teaching based on information you have found on the net.
- Analyse a set of abstracts in terms of their contents and organisation, their length, sources cited and recurrent expressions used to introduce the different sections within them. Collaborate with your classmates in the writing of guidelines for the writing of abstracts on a Google-drive file.



- Complete a cloze-test activity on the abstract “Examining incidental word learning during reading in children: The role of context” by Joseph & Nation (2018).
- Shorten the abstract for the magazine so that it contains no more than 150 words. Avoid repetition and make sure the essential components of an abstract are included.
- In groups, listen to the dictation of the abstract “Songs vs. Stories: Impact of Input Sources on EFL Vocabulary Acquisition by Preliterate Children” by Lesniewska & Pichette (2016) and reconstruct the text in groups, ensuring the content is respected. Analyse the different versions provided by your classmates. Analyse similarities and differences and choose the most similar version to the original.
- In pairs, analyse some assigned abstracts from the FADEL Conference Abstract Book (2018) or IIICIFEL (English) and add typical phrases to introduce the different sections to the wiki “Guidelines for Writing an Abstract” (also on Google-drive file).
- Analyse a set of academic biographies from the FAAPI 2021 /2022 Congress book of abstracts in terms of their contents and organisation, length and recurrent expressions used to introduce the information in them. Collaborate with your classmates in the writing of guidelines for the writing of academic biographies on a Google-drive file.
- Analyse the academic biographies written by your classmates with respect to the conciseness of information expressed in complex noun phrases. Could they be improved? Are there any words that can be omitted?
- Analyse the suggestions and guidelines offered in the following websites with respect to writing academic biographies. Compare and contrast features and aspects to take into account in your own writing process.
- Write an abstract to submit at JOIN- Fadel on your process in becoming a more aware writer through your experiences in this workshop.

6. CRITERIOS DE EVALUACIÓN Y CONDICIONES DE ACREDITACIÓN

For participants to pass the workshop, the following requirements need to be met:

- Attendance: 70%

Since this workshop cannot be sat as a final exam, learners need to have attended 70% of the lessons taught during the year. Participation is essential in this process-oriented academic writing course.

- Practical Assignments without a mark (Tasks above): submission of 80%

Out of the different tasks that participants are set within each of the units, 80% need to have been submitted on the due date.

- Practical Assignments with a mark:

Learners need to have completed the tasks detailed above in section 5 and submitted all the Practical Assignments outlined below. The average of the marks obtained for all of the latter (or their rewritten version/s) needs to be 7 or higher for students to pass the workshop.

Graded Practical Assignments



Practical Assignment 1: Write a paragraph summarising your expectations for the writing workshop in terms of contents and procedural knowledge you would like to develop throughout the year in accordance with your perceived needs in the writing skill.

Practical Assignment 2: Based on your analysis of your written production, write an essay (300-400 words) on your strengths and weaknesses when writing scholarly papers or essays. You might want to offer possible reasons for these characteristics. Submit a first draft before Fri. April, 25th.

Practical Assignment 3: Adapt the following excerpt from a reference list of a paper so that the 7th edition APA conventions are met. Work in pairs and take into account all of the following: a) margins and spacing, b) names and surnames of one or many authors and editors, c) page numbers, d) punctuation marks, e) the use of *italics* and inverted commas, f) the use of block capital letters, g) different types of works (journal article, book, chapter in an edited book, etc).

Practical Assignment 4: Write an essay of 350-400 words on any aspect related to Mental Health at university based on the data obtained from the survey designed and conducted in the workshop during 2023.

Practical Assignment 5: Following the “Guidelines for Writing an Abstract”, write an abstract for a paper you have written for one of your courses of between 100 and 150 words.

Practical Assignment 6: Write your own academic biography for a future version of yourself as a professional (75 words). Imagine where you would like to be working in ten- or fifteen-years’ time and what you will have achieved by then.

Practical Assignment 7: Write a **300-word essay evaluating your own learning process** along the year in the “Taller de comunicación escrita en inglés”. Go back to PA#1, in which you stated your expectations for this course, and appraise how many have been met, which have not and **how you have contributed to your growth as an “academic writer”**. You might also want to consider which difficulties you encountered along the way and the strategies you developed to overcome them.

7. DISTRIBUCIÓN HORARIA (clases y horarios de consulta)

Horario de clase: martes de 8 a 10

Horario de consulta (Prof. Zinkgraf): martes y jueves de 10 a 12

8. CRONOGRAMA TENTATIVO

First term	Second term
Units I and II	Units II and III
All the tasks in Unit 1 Task from Unit II: identify common difficulties in paper writing and possible ways to solve them.	All tasks from Unit III
Practical Assignments 1, 2, 3, and 4	Practical assignments 5 and 6 (September, October) Practical assignments 7 (November)



9. CURSADA Y ACREDITACIÓN

Practical Assignments

Los trabajos prácticos son un componente esencial de este taller, ya que a través de ellos se acredita la asignatura. Las discusiones en clase dirigen la atención de los estudiantes hacia esos prácticos, su edición y re-edición para que, a través de un proceso de retroalimentación entre docentes y estudiantes, se vayan logrando versiones superadoras del mismo escrito. Con suficiente antelación se publican las fechas y criterios para la entrega de los trabajos a través del grupo de Whatsapp y en Pedco.

El proceso de retroalimentación y re-edición de los escritos (a través de Pedco o en una carpeta compartida de Google Drive) garantiza que los estudiantes logren la calidad necesaria para su aprobación. Asimismo, si algún estudiante no pudiera cumplir con la actividad en la fecha u horario estipulado, se ofrecen alternativas para asegurar su realización y entrega.

Se penalizará con un desaprobado todo tipo de plagio y uso de la inteligencia artificial en trabajos prácticos, comprobados con las herramientas de chequeo ZeroChatGPT y ChatGPTZero.

10. BIBLIOGRAFÍA OBLIGATORIA Y DE CONSULTA

Reference materials

- Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science*. (4th edition), Open University Press.
- Coffin, C., M.J. Curry, Sh. Goodman, A. Hewings, Th. M. Lillis & J. Swann. (2003, 2005). "Writing for different disciplines" In *Teaching Academic Writing: A toolkit for higher education*. Routledge. (45-72)
- Coffin, C., M.J. Curry, Sh. Goodman, A. Hewings, Th. M. Lillis & J. Swann. (2003, 2005). *Teaching Academic Writing: A toolkit for higher education*. Routledge.
- Hartley, J. (2008). *Academic writing and publishing: a practical handbook*. Routledge.
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- Holten, C. & J. Marasco. (1998). *Looking Ahead: Mastering Academic Writing*. Heinle & Heinle Publishing.
- McCarthy, M. & O'Dell, F. (2008). *Academic Vocabulary in Use*. CUP.
- Reid, J. M. (2006). *Essentials of teaching academic writing*. Thomson Heinle.
- Sánchez Canales, G. & Núñez Cortés, J.A. (2025). *English Academic Writing for Spanish Speakers: A practical guide*. Routledge.

Articles from journals



- Basterrechea, M., M. Martínez-Adrián & F. Gallardo-del-Puerto. (2017). Gender effects on strategic competence: a survey study on compensatory strategies in a CLIL context. *ELIA: Estudios de Lingüística Inglesa Aplicada*, 17, 47-70
- Dickinson, P. (2012). Improving second language academic presentations with formulaic sequences. *Journal of Niigata University of International and Information Studies* 15, 25-36.
- Ellis, R. (2016). Focus on Form: A Critical Review. *Language Teaching Research*, Vol. 20, 3, 405-428, at <https://doi.org/10.1177/1362168816628627>
- Gardner, H. (2017). Taking a multiple intelligences (MI) perspective. *Behavioral and Brain Sciences*, Volume 40, E203 <https://doi.org/10.1017/S0140525X16001631>
<http://revistas.uned.es/index.php/ELIA/article/view/19119>
- Hirsch, M. (2019). Connective arts of Postmemory. *Analecta Politica*, 9 (16), 171-176.
- Joseph, H. & K. Nation. (2018). Examining incidental word learning during reading in children: The role of context. *Journal of Experimental Child Psychology*, 166, 190-211
- KUMARAVADIVELU, B. (2016). The Decolonial Option in English Teaching: Can the Subaltern Act? *TESOL Quarterly*, 50(1), 66-85. <http://www.jstor.org/stable/43893803>
- Landry, A. 2028. Black Is Black Is Black?: African Immigrant Acculturation in Chimamanda Ngozi Adichie's *Americanah* and Yaa Gyasi's *Homegoing*. *MELUS*, Volume 43, Issue 4, Winter 2018, Pages 127-147, <https://doi.org/10.1093/melus/mly044>
- Lesniewska, J. & F. Pichette. (2016). Songs vs. Stories: Impact of Input Sources on EFL Vocabulary Acquisition by Preliterate Children. *International Journal of Bilingual Education and Bilingualism*, 19 (1), 18-34, DOI: 10.1080/13670050.2014.960360
- Li, J. & N. Schmitt. (2009). The acquisition of lexical phrases in academic writing: a longitudinal case study. *Journal of Second Language Writing* 18, 85-102 at doi:10.1016/j.jslw.2009.02.001
- Rotellar, C. & J. Cain. (2016). Research, perspectives and recommendations on implementing the flipped classroom. *American Journal of Pharmaceutical Education*, Vol. 80 (2), 34. doi: [10.5688/ajpe80234](https://doi.org/10.5688/ajpe80234)
- Schuetze, U. (2018). Practicing Grammar Online: Multiple-choice or Fill-in-the-blanks. *Electronic Journal of Foreign Language Teaching*, Vol. 15, No. 1, pp. 55-65
- Skehan, P. (2003). Focus on Form, Tasks and Technology. *Computer Assisted Language Learning*, 16, 5, 391-411, DOI: [10.1076/call.16.5.391.29489](https://doi.org/10.1076/call.16.5.391.29489)
- Szeghi, T. (2014). Weaving Transnational Cultural Identity through Travel and Diaspora in Sandra Cisneros's *Caramelo*. *MELUS*, Vol. 39, No. 4, *Gender, Transnationalism, and Ethnic American Identity* (WINTER 2014), pp. 162-185, <https://www.jstor.org/stable/24569936>
TESOL Quarterly, Vol. 50 (1), 66-85 <https://doi.org/10.1002/tesq.202>
- Landry, A. (2018) Black Is Black Is Black?: African Immigrant Acculturation in Chimamanda Ngozi Adichie's *Americanah* and Yaa Gyasi's *Homegoing*, *MELUS*, Volume 43, Issue 4, Winter 2018, 127-147, <https://doi.org/10.1093/melus/mly044>



Bibliografía de consulta

Online Journals

Applied Linguistics, L2 teaching and learning

1



The Asian EFL Journal

<http://asian-efl-journal.com/>

2.



(until 2017)

<http://www.ijflt.com/>

3.



<http://www.tesl-ej.org/wordpress/>

4.

Electronic Journal of Foreign Language Teaching

<https://e-flt.nus.edu.sg/>

5.



TESL Canada Journal

TESL Canada Journal

www.teslcanadajournal.ca

6.

AJAL - Argentinian Journal of Applied Linguistics

<http://www.faapi.org.ar/ajal>

7.

ELTED

ELTED

English Language Teacher
Education and Development

<http://www.elted.net/>

8.



Multilingual Education

a SpringerOpen Journal

<http://www.multilingual-education.com/>

Selected papers from different FAAPI conferences

<https://www.faapi.org.ar/>

https://www.faapi.org.ar/wp-content/uploads/2022/05/Acta-2021_entrega-final.pdf

https://www.academia.edu/1979879/Selected_Papers_XXXVII_FAAPI_Conference

Online Journals



Literature

Universidad Nacional del Comahue
Facultad de Lenguas



1. *Journal of Modern Literature*: <https://www.jstor.org/journal/jmodelite>
2. *Journal of Literary Studies* (only through JSTOR):
<https://www.tandfonline.com/journals/rjls20>
3. *Language and Literature: International Journal of Stylistics*:
<https://journals.sagepub.com/home/lal>
4. *Literature*: <https://www.mdpi.com/journal/literature>
5. *International Journal of Literature Studies*: <https://al-kindipublisher.com/index.php/ijls>

Other sources

- “Writing an Abstract” (2014). Writing Centre Learning Guide, University of Adelaide at <https://www.adelaide.edu.au/writingcentre/ua/media/26/learningguide-writinganabstract.pdf>
- “Go The Distance: Academic Writing Activate your academic writing skills” at <http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting>
- “How to write a good academic biography (part 1) and part 2” in enago.com
- “The introductory paragraph” in <https://www.thoughtco.com/the-introductory-paragraph-1857260>
- “Writing Report Abstracts”. Online Writing Lab - Purdue University <https://owl.english.purdue.edu/owl/resource/656/1/>
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VISADO

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