



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: 2023

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. Paola Formiga (JTP2)



1. MARCO REFERENCIAL Y FUNDAMENTACIÓN

As advanced students and professionals-to-be, we need to be able to analyze 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 analyze 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 rewritings 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. Éstos 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, 'abstracts', ensayos, monografías y reseñas críticas.

4. CONTENIDOS ANALÍTICOS

CONTENTS

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:

- 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).
- 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.

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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, 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. Avoiding plagiarism: Direct quotation, in-text citing and paraphrasing. Reference lists. Deciding on reliable sources to quote.

Key readings:

- “Analysing tasks” BBC Worksheets Unit 10
- 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*. Cambridge: CUP p. 56-63.

Further readings:

- Units 1-5, 23-29, McCarthy, M. & O’Dell, F. 2008. *Academic Vocabulary in Use*. Cambridge: CUP.
- “Definition and Examples of Analysis in Composition. How to analyse a work of literature” ThoughtCo

UNIT III. Writing in Academia

Dissecting the different sections of published papers: Abstracts, Introduction & other sections, biodata and keywords. Writing successful conclusions for your papers. Analysing models of abstracts and papers. Qualities of good research articles. Participating in conferences and seminars. Abstract writing. Writing your own academic biography. How to organize your Curriculum Vitae. Writing and getting inserted into the research environment (different projects at FADeL, their aims and members,



applying for different types of research scholarships - Becas CIN, Becas SECYT). Writing and becoming a post-graduate student (different programmes, requirements in Argentina and abroad). How to get published: interpreting authors' guidelines. Gender-inclusive language.

Key readings:

- Hewings, M. and C. Thaine. (2012). *Cambridge Academic English: an integrated skills course for EAP*. Cambridge: CUP.
- “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)

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>

Inclusive language

- https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
- <https://www.uhv.edu/university-college/student-success-center/resources/e-p/inclusive-language/>
- <https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/>
- GENDER-NEUTRAL LANGUAGE in the European Parliament
- 2019 UNESCO Participation Programme PRIORITY GENDER EQUALITY GUIDELINES, by Division for Gender Equality, Cabinet of the Director-General
- 2016 Guidelines for Inclusive Language, Linguistic Society of America
- 2018 STATEMENT ON GENDER AND LANGUAGE, National Council of Teachers of English

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).

UNIT IV. Academic Correspondence

Analysing models of formal correspondence. Writing letters of submission of papers/ abstracts for conferences or journals. Writing cover-letters for papers and dissertations (publication). Writing a letter of application for a scholarship.

Key readings:

Materials on cover letters, letters of application for scholarships

- Journal Submission Cover Letter (template) at <https://wordvice.com/journal-submission-cover-letter/>
- Guides for letters of application for scholarships
<https://www.guide2research.com/research/how-to-write-a-cover-letter-for-scholarship>
- Sample cover letter for a Scholarship Application at
https://my.graceland.edu/ICS/icsfs/Sample_Letter_of_Application_for_Scholarship.pdf?target=1d8cc29b-e2a9-48f7-be17-4f1de526d7e8
- Sample cover letter for a Paper Submission



https://authorservices.taylorandfrancis.com/publishing-your-research/making-your-submission/writing-a-journal-article-cover-letter/?gclid=CjwKCAjwxo6IBhBKEiwAXSYBs6BDuLNrq8dScPpRTQ-MqelFlz5c2cGQaAhnmJocdL9D0qbLg09OvBoCB0wQAvD_BwE

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 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.
- Read the two model papers (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.
- Analyse your own writing style in terms of the use you make of the tools reviewed in the BBC worksheets Academic Writing - Go the Distance.

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 organization, thesis, topic sentences and conclusions of a



model essay. Identify ways of paraphrasing and reorganization of information. Select phrases and connectors that might be useful in the future.

- Read a former student's paper on Literature and complete the Peer Editing Worksheet (PEW) for it. With partners, discuss your impressions on strengths and weaknesses. Consider ways of improving it.
- 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.
- Analyse a successful paper written by a student at FADEL to comply with the requirements for any of the subjects taken. Identify good writing strategies and formulaic sequences you might want to incorporate into your own writing.
- Analyse the sections corresponding to Plagiarism, Direct quotation, in-text citing and paraphrasing. 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 a paper you have submitted for another course. Complete the PEW and identify strengths and weaknesses and in groups suggest possible solutions.
- Have a peer analyse that same paper and complete the PEW for your paper, and together explore its strengths and weaknesses. Discuss how to overcome its shortcomings.
- In groups give a presentation on your conclusions with respect to Dos and Don'ts in paper writing.
- Analyse your 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.
- In groups provide a) an inserted indirect quotation -provide a suitable syntactic and pragmatic context- and b) a paraphrase for each of the following excerpts. Provide a version of each a) and b) following APA conventions and one following MLA. For each excerpt you are expected to submit 4 different versions.
- Dos and Don'ts in citing (MLA or APA): Decide which of the following statements is true for the material you have analyzed.
- 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)



UNIT III. Writing in Academia

Tasks:

- Design a set of tasks based on the materials on Inclusive Language assigned to your group.
- 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 organization, 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).
- 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 IICIFEL (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 organization, 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 definitions and 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 academic biography of some applied linguists based on information you have found on the net.
- Analyze the author’s guidelines for the following journals and adapt your own abstract to send it to the journal of your choice (Make sure your submission is appropriate to the scope and approach of the journal)



UNIT IV. Academic Correspondence

Tasks:

- Analyse formal emails for the submission of a paper for its publication, of an abstract for a conference, etc.
- Analyse sample letters of submission of papers or abstracts for conferences and journals and contribute your suggestions for successful writing to the corresponding Wiki.
- Analyse the following letters of application for a scholarship, focusing on the language and style used to convey meanings. Concentrate as well on the type of information provided. In groups present your conclusions and tips for writing successful letters of application for a scholarship.

6. CRITERIOS DE EVALUACIÓN Y CONDICIONES DE ACREDITACIÓN

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

- Attendance: 80%

Since this workshop cannot be sat as a final exam, learners need to have attended 80% 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: all (or their re-written versions) with a mark of 7 or higher

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.

Practical Assignments

Practical Assignment 1: Write a paragraph summarizing 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: Find the differences in content, structure and style between two papers (one related to the discipline of Literature and one to Applied Linguistics) while bearing in mind the distinctions across disciplines in Coffin *et al.* (2003), Ch. 3 (p. 49-63). Write a comparative essay.

Practical Assignment 3: Read the handout “Writing conclusions” (Pedco). Using the tips in it, identify the shortcomings of the conclusions drawn from PA#2 and suggest



ways of improving them. Justify your choices with evidence from the handouts analysed.

Practical Assignment 4: Write an argumentative essay of **no more than 400-450 words**. You can draw on the materials you have read for this workshop or any other course so far.

- For better or worse, Chat GPT is already revolutionising education
- Inclusive language should be compulsory in academic environments

Practical Assignment 5: 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.

Practical Assignment 6: Read the paper “Practicing Grammar Online: Multiple-choice or Fill-in- the-blanks” by Schuetze (2018). Write an abstract of between 100 and 200 words for that paper and provide five key words based on the paper and the abstract.

Practical Assignment 7: Write an essay presenting the results of a survey (google form) you have designed and conducted or the results of which have been shared with you. Select and analyse two factors, think of a thesis for your essay and offer evidence to support your thesis.

Practical Assignment 8: 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 200 words.

Practical Assignment 9: 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 10: Find out information on a (research) scholarship abroad or within Argentina you would like to apply for. Write a suitable scholarship letter of application based on the models provided and analysed in class. Write an email that presents it (draw from material on Pedco on writing emails).

Practical Assignment 11: Based on your expectations for the course in Practical Assignment 1, write a paragraph of about 200 words reflecting on how the course has or not fulfilled your expectations and how the end-product compares to them.

7. DISTRIBUCIÓN HORARIA (clases y horarios de consulta)

Horario de clase: martes de 10 a 12

Horario de consulta: martes y jueves de 9 a 10



8. CRONOGRAMA TENTATIVO

First term	Second term
Units I and II	Units III and IV
All the tasks in Unit 1 Task from Unit II: identify common difficulties in paper writing and possible ways to solve them.	Tasks from Unit IV referring to formal writing and All tasks from Unit III
Practical Assignments 1, 2, 3, and 4	Practical assignments 5 and 6 (September) Practical assignments 7 & 8 (October) Practical assignments 9, 10 & 11 (November)

8. 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 de Facebook 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.

9. 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), Maidenhead: 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*. New York: Routledge. (45-72)
- *Teaching Academic Writing: A toolkit for higher education*. New York: Routledge.
- Hartley, J. (2008). *Academic writing and publishing: a practical handbook*. New York: Routledge.



- Hewings, M. and C. Thaine. (2012). *Cambridge Academic English: an integrated skills course for EAP*. Cambridge: CUP.
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- McCarthy, M. & O'Dell, F. 2008. *Academic Vocabulary in Use*. Cambridge: CUP.
- Reid, J. M. (2006). *Essentials of teaching academic writing*. Boston: Thomson Heinle.

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
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Electronic Journal of Foreign Language Teaching, Vol. 15, No. 1, 55-65
- Ellis, R. (2016). Focus on Form: A Critical Review. *Language Teaching Research*, Vol. 20, 3, 405-428, at <https://doi.org/10.1177/1362168816628627>
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<http://revistas.uned.es/index.php/ELIA/article/view/19119>
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- Lesniewska, J. & F. Pichette. (2016). Songs vs. Stories: Impact of Input Sources on EFL Vocabulary Acquisition by Pre-literate 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

2.

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

3.



(until 2017)

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

4.



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

5.

Electronic Journal of Foreign Language Teaching

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

6.



TESL Canada Journal

TESL Canada Journal

www.teslcanadajournal.ca

7. AJAL - Argentinian Journal of Applied Linguistics



8. ELTED

ELTED English Language Teacher
Education and Development

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

9.  Multilingual Education
a SpringerOpen Journal

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

10. 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

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”, Writing Centre Learning Guide, University of Adelaide
- “Email etiquette (Netiquette)” slideshow at www.slideserve.com/casper/email-etiquette
- “Email writing BBC” at www.bbc.co.uk/skillswise/factsheet/jo10tech-



[k1-f- formal-informal-emails](#)

- “Email writing” at https://lookaside.fbsbx.com/file/b_pre_emails.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 a Formal email”, Menlo College Silicon Valley’s Business School. AT www.menlo.edu/wp-content/writing-a-formal-email.pdf
- “Writing Report Abstracts”. Online Writing Lab - Purdue University
http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_writingAnAbstract.pdf
<https://owl.english.purdue.edu/owl/resource/656/1/>
- Kistler, P. (2018). “11 Tips On How To Write A Personal Biography + Examples”, at <https://brandyourself.com/blog/how-tos/8-tips-on-how-to-write-a-personal-biography/>
- Nordquist, Richard. “Definition and Examples of Analysis in Composition.” ThoughtCo, Jun. 27, 2018, [thoughtco.com/what-is-analysis-composition-1689091](http://www.thoughtco.com/what-is-analysis-composition-1689091).
- Valdes, Olivia. “An introduction to academic writing” ThoughtCo, Jan. 20, 2019, [thoughtco.com/what-is-academic-writing-1689052](http://www.thoughtco.com/what-is-academic-writing-1689052).

Materials on cover letters, letters of application for scholarships

- Journal Submission Cover Letter (template) at <https://wordvice.com/journal-submission-cover-letter/>
- Guides for letters of application for scholarships <https://www.guide2research.com/research/how-to-write-a-cover-letter-for-scholarship>
- Sample cover letter for a Scholarship Application at https://my.graceland.edu/ICS/icsfs/Sample_Letter_of_Application_for_Scholarship.pdf?target=1d8cc29b-e2a9-48f7-be17-4f1de526d7e8
- Sample cover letter for a Paper Submission https://authorservices.taylorandfrancis.com/publishing-your-research/making-your-submission/writing-a-journal-article-cover-letter/?gclid=CjwKCAjwxo6lBhBKEiwAXSYBs6BDuLNrq8dScPpRTQ-MqelFiz5c2cGQaAhnMjocdL9D0qbLg09OvBoCB0wQAvD_BwE

Inclusive language



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- https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/stereotypes_and_biased_language.html
- <https://www.uhv.edu/university-college/student-success-center/resources/e-p/inclusive-language/>
- <https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/>
- **GENDER-NEUTRAL LANGUAGE** in the European Parliament
- 2019 UNESCO Participation Programme PRIORITY GENDER EQUALITY GUIDELINES, by Division for Gender Equality, Cabinet of the Director-General
- 2016 Guidelines for Inclusive Language, Linguistic Society of America
- 2018 STATEMENT ON GENDER AND LANGUAGE, National Council of Teachers of English

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