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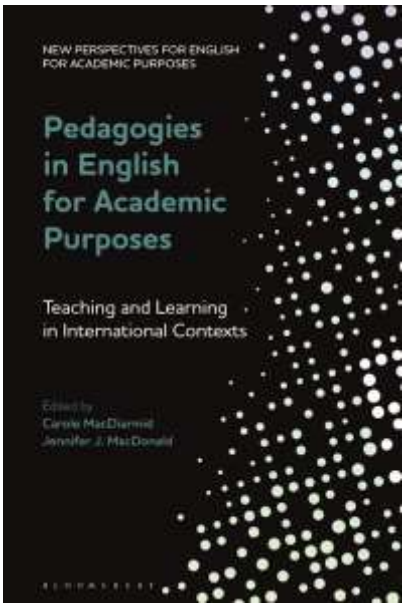
BOOK REVIEW



EAP PRACTICES ACROSS THE WORLD: INSIGHTS AND INSPIRATION

Carole MacDiarmid and Jennifer J. MacDonald (Eds.). PEDAGOGIES IN ENGLISH FOR ACADEMIC PURPOSES. TEACHING AND LEARNING IN INTERNATIONAL CONTEXTS (2021), London: Bloomsbury Academic. 240 pp., ISBN-978-1-350-164080-2 (HBK); ISBN-978-1-350-16482-6 (EBK).

English for Academic Purposes (EAP) has been expanding both as an academic field and as a teaching practice with the increasing use of English as the academic lingua franca worldwide. It is a highly diverse field informed by a range of applied linguistics and educational traditions (Hyland & Shaw, 2016). These traditions have been adopted and adapted both in countries where English is the official language and in countries where English is not the majority language. They have been adapted when encountering other educational traditions, for instance as part of specific academic disciplines or as part of national university systems.

While there is an abundance of research on teaching academic writing in English as an additional language and on what to teach in EAP, scholars have only recently directed their attention to EAP practitioners (e.g. Ding & Bruce, 2017), perspectives of subject teachers who use English as the medium of instruction (EMI) worldwide (Lasagabaster & Doiz, 2021), or case studies of Academic Literacies pedagogies (Lillis et al., 2015). This volume makes a valuable contribution to these pedagogic perspectives by focusing on EAP teaching practices in different international and institutional contexts. It takes into account the variety of EAP as English for General Academic Purposes (EGAP) or English for Specific Academic Purposes (ESAP), as pre-sessional courses or integrated components of study programmes, or as sites for the internationalization of higher education or

socializing students into academic writing traditions. The volume takes a holistic approach and includes the levels of policy, curriculum design and lesson planning. The eleven chapters of the volume illustrate and discuss the implications of these varied contexts for EAP pedagogy. The foreword, introduction and afterword frame the pedagogical focus in the various EAP contexts discussed and consider lessons learnt as well as the implications of the increase in remote teaching during the Covid pandemic for the future development of EAP.

In chapter 1, John McGaughey and Heejin Song present the inclusion of critical intercultural communicative competence in a pre-sessional EAP course in Canada. The course combined the learning of argumentative skills and questioning power structures. The international students read texts with various perspectives of minoritized groups and engaged with issues of discrimination in Canada and their home countries (predominantly mainland China). To achieve a critical engagement, the authors suggest a careful selection of controversial texts, a scaffolded approach to reading these texts and repeated opportunities to discuss and write about the issues raised.

In chapter 2, Nina Conrad reports on a lesson that raises students' awareness of literacy brokering which is defined as "third-party intervention in students' creation of academic texts" (p. 28) excluding any reviewing work by peers or the teacher in the classroom. Such brokering is controversial as it can include interventions that range from contract cheating where a paid writer completes an assignment for a student to proofreading by an on-campus service. The lesson is part of a first-year writing course for users of English as a first or additional language at a US university. A number of case scenarios invite students to discuss the acceptability of different types of literacy brokering and demonstrate the dependency on context of such judgements. For instance, proofreading services can be acceptable for a research report but rejected for an assignment that also tests the student's linguistic competence.

Jennifer Walsh Marr introduces an EAP course that builds on systemic functional linguistics (SFL) in chapter 3. The course introduces first-year students at a Canadian university to some of the meta-language of SFL to facilitate linguistic analysis of sample texts and the composition of the students' own texts. One of the examples presented illustrates the teaching of nominalization to raise awareness of academic conciseness and abstractness. Unpacking such nominal phrases into the processes they entail helps students to relate the content to their existing knowledge and to identify linguistic choices that comply with the academic register.

In chapter 4, Kristin Solli and Tom Muir take up PhD students' identity work at a Norwegian university. These students have been working in professional fields and enter academia with professional values that often differ from what is valued in academia. Rather than suggesting that students need to assimilate into academia, the authors call for an engagement with the ambivalence the students experience. The authors present the students' needs and their design of a multidisciplinary EAP course. The description is augmented by reflections on how to accommodate for the

ambivalent positioning of the student writers. The authors end with suggestions for further course development and plead for an openness to students' concerns and a creative engagement with academic writing.

Chapter 5 also discusses writing for publication but moves us to the Brazilian context. Marília Mendes Ferreira introduces a writing programme that draws on Vygotskian developmental teaching and critical EAP. The author writes from the position of a critical pragmatist in which she develops a critical stance towards the geopolitics of international publishing in the context of EAP courses in Brazil, and introduces students to conventions of academic writing to enable access to publishing internationally. The programme applies genre pedagogy and teaches textual features as well as the social development and reasons for their existence. The author concludes by reflecting on her professional development and the transformation she experienced in her action research.

In chapter 6, Nhlanhla Mpofu and Mncedisi C. Maphalala discuss three distinct EAP models for teacher education programmes in South Africa. South African provides a diverse linguistic setting where some students use English as a home language and others use English as an additional language throughout their education. Teacher education therefore needs to foster an understanding of the use and the teaching of English in different disciplines. Based on document analysis, three EAP models are analysed at universities with historically different profiles.

In chapter 7, Tijen Aksit and Necmi Aksit introduce the pedagogic principles of a compulsory EGAP course for first-year students at a reputable Turkish university which predominantly uses EMI. The course combines EAP and critical thinking skills. The technological component has been extended through online instruction via videoconferencing during the Covid pandemic. Exemplary feedback from students, instructors and students' home departments is provided to evaluate the course.

Xiucai Lu and Bin Zou Xi'an discusses teacher perspectives on an integrated CLIL programme in chapter 8. The CLIL programme is situated at an EMI university in mainland China where 90% of the undergraduate students are local students. The chapter evaluates the collaboration between EAP and subject teachers based on interviews with the eleven subject teachers. The EAP teachers are commended for supporting students in their reading of the course literature and innovating teaching techniques for the content lectures. However, not all subject teachers engaged with the EAP material to the same extent. While perceiving the programme as fruitful collaboration, the EAP teaching remained in some instances marginalized.

In chapter 9, Tony Myers, Jaime Buchanan, Jesse Balanyk and Timothy Nicoll present their initiative to introduce Sydney School genre pedagogy at a university in the United Arab Emirates. The chapter details the course design and discusses the challenges of implementing an ESAP model that aimed at scaffolding students' learning based on their individual needs in a context where EGAP was institutionally favoured. The course aimed to guide students' discovery of how language works in the different genres they encounter at university. Challenges included that some teachers reverted to the initial communicative teaching approach with focus on

grammar and vocabulary, and that the institution required a focus on accuracy to align the course assessment with internationally recognised language tests and set benchmarks.

In chapter 10, Clare Carr, Clare Maxwell, Anna Rolinska and Jennifer Sizer, reflect on their work as EAP practitioners in the creative arts at UK universities. The autoethnographic account of the four authors allows insights into the uniqueness of teaching EAP in the creative arts. They highlight the distinct and variable genres in which identity formation and experience-based language is often foregrounded. The authors suggest that being in the physical spaces of the creative arts departments and collaborating with subject teachers is required to develop an understanding of the disciplines and to design adequately targeted EAP teaching.

In chapter 11, Carole MacDiarmid, Anneli Williams, Kat Irwin and Brían Doonan present a case study of adapting a signature pedagogy for an EAP pre-sessional course in the UK. The chapter follows the development of the course from a task-based to a problem-based-learning approach as used in medical education. The course involves subject specialists to deliver and scaffold the development of content knowledge while the EAP teachers support students in identifying genres, evaluating texts and working in groups. Students are thus introduced to subject specific academic practices. One of the challenges encountered was the need to cater for a multidisciplinary group within the biomedical sciences.

The volume is an inspiration for both EAP researchers and practitioners. It is truly international and showcases the growing breadth of EMI contexts across the globe. The chapters discuss EAP from the perspective of various geopolitical and institutional contexts, informed by a variety of linguistic and pedagogical approaches. The volume raises a number of important considerations for the advancement of EAP pedagogy. These comprise the relation of the field to current debates in higher education, for instance the acknowledgement of the multicultural realities at international universities, the effects of language policies, or questions around what constitutes single authorship.

Several chapters add valuable understandings through their critical evaluation of EAP practices (e.g. chapters 4, 5 or 9); they suggest some insightful solutions or further questions for reflection. In some chapters I would have liked to see some more evaluation, for instance by including student views, which was certainly limited by the scope of a chapter. Several chapters raise important questions around the distribution of power, the status of EAP, and EAP practitioners' identities (e.g. chapters 6, 8 or 10). These issues play out differently in different institutional constellations and impact possibilities for innovation. The volume thus contributes insights for the professional development of the sector. A central question raised in the broader context of English for Specific Purposes (see e.g. Belcher, 2009) still seems to be relevant, namely, to what extent should practitioners become knowledgeable in the academic disciplines of their students or rely on their status of language expert. In addition, the chapters call attention to new issues, such as

responsibilities of EAP practitioners that go beyond supporting students to write publishable texts.

The cases and discussions of pedagogical implications not only contribute to a broader understanding of EAP practices but also provide concrete pedagogical insights that can be adopted across geographical and institutional contexts. It certainly inspired me to reflect on both my EAP-related research and my teaching practice. The value of combining the varied cases is that they do not try to promote a distinct EAP pedagogy but demonstrate the effects of recontextualizing EAP approaches and the need for pragmatic eclecticism.

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