Book review

Carole MacDiarmid and Jennifer J. MacDonald (eds.). *Pedagogies in English for academic purposes: Teaching and learning in international contexts.* **Bloomsbury Publishing, 2021. 222 pp. ISBN: 978-1350164819. Hardcopy: £90.**

Setting the book series within the long-standing debate about the merits of practical rationality over technical rationality within the broader field of TESOL (Freeman & Johnson, 1998; McKinley, 2019), the editors of *Pedagogies in English for academic purposes: Teaching and learning in international contexts* state that the purpose of this publication is to 'exemplify what happens when it's the practitioners who ask the questions' (MacDiarmid & MacDonald, 2021, p. xv). This, the second book in the *New Perspectives for English for Academic Purposes* series, is set against the backdrop of the burgeoning global practice of English Medium Instruction (EMI) within university contexts brought about by the dominance that English as a lingua franca has held over the past forty years. The book focuses specifically on pedagogy, with the aim of discussing the changing nature of English for Academic Purposes (EAP) concerns in response to the diversity of EMI contexts globally. It is the high degree of diversity to be found within the EAP community and the inspiration that many practitioners have found in research-based examples of innovative EAP teaching practices that makes the adoption of practical rationality as an underlying stance to this book series so important. With such a high degree of contextual diversity existing within the field of EAP, there is a strong need to consider the unique circumstances of individual classroom environments and the teaching that takes place within these environments, not as something to be informed by research, but as domains of research in their own right. In terms of the specific content contributions, the book considers how, where once a fundamental aim of EAP provision was to prepare learners to join the academic cultures of anglophone universities, today there has been a decided shift towards developing the disciplinary communicative competence of both 'native' and 'non-native' speakers of English alike. Looking at this issue across the full range of EAP contexts, the book contains eleven practitioner case studies, many of which are set in

an EMI context, which provide insights into teaching from a diverse range of global perspectives.

Chapter 1 reports the results of a two-cycle action research project which subsequently led to the development of materials and lessons designed to support the development of students' critical intercultural communicative competence. The theoretical basis for the authors' project is critical multicultural education, which they see as a complementary extension of intercultural communicative competence (Byram, 1997). Where Byram's intercultural communicative competence requires learners to develop knowledge of surface and deep culture, and emphasizes reflection on the differences and similarities between cultures as well as one's own attitudes towards other cultures, critical multicultural education (Nieto & Bode, 2011) emphasizes students' active participation in exercising democratic ideas, and discussing issues pertaining to inequality and injustice. The context in which the researchers are working is an EAP programme for international students studying in Canada. All the students are reportedly high academic achievers, with IELTS scores ranging between 5 and 6. The authors suggest that for practitioners working in similar contexts, with similar demographics of students, the pedagogical approach developed as a result of the action research projects would be suitable.

The authors make a number of specific recommendations. As noted above, within critical multicultural education students may encounter what they consider to be topics or a sensitive nature. As such, the authors propose that learners read sensitive texts in a supportive environment, such as in a reading circle, and that they are given multiple opportunities to encounter difficult key issues, and to discuss them without fear of judgement. Another important recommendation that the authors make is that an enquiry-based approach be taken, which would allow students to apply their understanding of particular concepts to their own immediate environments. The example provided by the authors is that students read about equality and diversity in class, and are then asked to take photos or screenshots of, for example, signs, posters, and notices from around the university campus that reflect their understanding of equality and diversity. This activity might then culminate in students answering questions such as 'do you know of a university society that actively welcomes cultural, linguistic, or racial diversity?'.

Through reflecting on a lesson in which students were presented with various literacy brokering scenarios in combination with a code of academic integrity, Chapter 2 outlines the issues that encircle the practice of literacy brokering, with the aim of assisting instructors to broach this topic with their students. Literacy brokering can be defined as the involvement of people besides the named authors in the production of texts (Lillis & Curry, 2010). Whilst acknowledging writing as being a social process, the author notes several difficulties relating to the practice of literacy brokering. Broadly,

these include ethical concerns as well as questions of equity and academic integrity. In relation to this, the author notes that often at an institutional level there is a lack of relevant policy available. This, the author notes, has two detrimental effects. The first is that students unwittingly engage in practices that their instructors disapprove of, or worse, engage in practices that violate academic integrity rules. The second is that instructors lack guidance to help them take appropriate courses of action in such circumstances. As a result of having trialled the lesson discussed within the chapter, the author makes two recommendations. Firstly, the lesson discussed within the chapter is put forward as a potential model for engaging students in thought about and discussion of the issues relating to literacy brokering, especially that of academic integrity. Secondly, the author strongly recommends that in cases where there is a lack of relevant institutional policy, it is incumbent upon instructors to develop and clearly communicate classroom expectations that align with their own values, the principles of good academic practice, and with institutional disciplinary conventions.

As the chapter author outlines, there are two types of literacy brokers. The first – academic brokers – are colleagues from within the author's discipline who are able to provide advice on such matters of content and methodology. The second – language brokers – are people who possess specialized English language knowledge that enables them to provide advice on the author's English language usage. Importantly, language brokers can then be divided into two further categories – professional language brokers, who possess professional qualifications and expertise and who receive payment for their work, and informal language brokers. Informal language brokers are individuals with a personal connection to the author, and who do not necessarily possess relevant professional expertise or qualifications, and do not receive payment for their input and advice.

Literacy brokering can be placed along a spectrum from high to low involvement in the production of an academic text. The author suggests that contract cheating might be considered as an extreme form of literacy brokering, although cautions that this might not be a widely held view.

Chapter 3 shares how an experienced EAP teacher, working in an anglophone EAP setting at a university in Canada, harnessed knowledge of systemic functional linguistics (SFL) to support the development of learners' academic literacy and English language skills. Applying the multi-dimensional analytical framework of field, tenor, and mode, SFL provides a descriptive and interpretive mechanism by which language can be seen as a 'strategic meaning-making resource' (Eggins, 2004, p. 2). Within the chapter, the author presents a number of resources, based on both theoretical and pedagogical literature, which have been through the processes of collegial peer review and recontextualization for students needs. The author's purpose for presenting these materials is to suggest

practical ways in which SFL can be utilized to move practice away from more traditional form-focused approaches to a function-focused approach. The materials focus on three main areas of EAP grammatical content. These are nominalization, theme and rheme, and process types. The author also suggests textual deconstruction, a practice drawn from the teaching and learning cycle (Martin & Rose, 2005), as an appropriate approach to be used alongside the harnessing of SFL within the EAP classroom. Specific areas of content/pedagogy that the author claims SFL has helped her with are nominalization, theme and rheme, and verbs.

The fourth chapter discusses and reflects on an interview-based study, which aims to explore the writing experiences of doctoral candidates who came into their doctoral study from professional fields. This piece of research was conducted within the Norwegian university context, where professional doctorate programmes have not yet sprung into existence. Integral to this discussion is the concept of identity change during doctoral candidature, and more specifically, identity changes that occur through and because of the writing process within the context of doctoral study. However, the chapter notes the dual need that doctoral candidates coming into their studies from professional fields have to preserve their professional identity, whilst also transforming their academic identity. The chapter discusses the possible pedagogical responses that might be equal to the task of addressing these dual, and sometimes conflicting, needs. From their research, the authors make several pedagogical recommendations. Firstly, they suggest the use of *legitimization code theory*, specifically the *specialization dimension*, as a way for doctoral candidates to map their journeys from practice to academia. Secondly, the authors suggest that providing opportunities for doctoral candidates to write 'unrhetorically', in an exaggerated manner, ignoring convention, might be a way for them to experiment with ways of writing that they have prevented themselves from adopting due to their internal imaginings of 'the reader'. The aim of this exercise ultimately is to build confidence and develop voice. Additionally, the authors suggest deliberately constructing doctoral writing courses as metacognitive spaces; places in which doctoral candidates can work together through the disparate advice they receive on how to become 'more writerly', thus enabling candidates to navigate the different voices that ultimately shape their own voice.

Chapter 5 is set within the Brazilian university context. Characterizing Brazilian EAP teaching, the author notes that EAP is commonly provided by isolated disciplinary experts, whose motivation is to provide graduate students with the tools needed to publish within international journals. This, the author notes, is problematic, as it has resulted in a lack of firm and consistent support for those in Brazilian higher education who need to publish, study, or work through the medium of English. As such, the authors call for investment in institution-wide academic literacy teaching

and support. Set within this context and stance, the chapter reports an example of EAP teaching practice in Brazil, suggested as a potential model of what consistent support for the development of academic literacy might look like. The course reported on was built upon three theoretical pillars. These were genre (Swales & Feak, 2004), linguistic analysis (Hyland, 2008), and critical EAP. A key concern raised by the author is the need for graduate EAP learners to have agency to make informed choices about their writing. For this to occur, the author recommends moving away from a traditional pragmatic focus, towards the adoption of developmental teaching, a pedagogical approach which focuses on transformation both at an individual and societal level. Within this approach the author recommends that rather than graduate EAP learners being acculturated into Western cultural rhetorical patterns, they should be exposed to them, critically assessing their conditions of production. Through being critically aware of the types of knowledge needed to publish – i.e., linguistic, generic, and geopolitical – graduate students can make informed choices about what to adopt and what to resist.

The sixth chapter presents an investigation into the models of instruction used at three South African universities to teach EAP. Providing context, the authors explain that for most learners in South Africa, English is not their native tongue. Some student teachers, therefore, come into teacher education programmes ill prepared for the level of academic language required for university study. The first of the three programmes reviewed included two elements – academic and computer literacy – and was designed for all first-year students. The overall aim of the programme was to enable students to apply the academic reading and writing skills they had acquired to their learning, and use information technology to collect information and administer and develop teaching resources. The second programme that the authors reviewed spanned two years, spread over the first and second year of study. Upon entering the programme, all students take a placement test. Placement into an academic literacy class is dependent upon the results of this test. The first-year academic literacy classes are designed around the principles of English for general academic purposes. In the second year of the programme, classes focus on English as a language of learning and teaching. The third programme reviewed provides an academic literacy course for all first-year students. The content of this course includes a theme looking at transitions into higher education, academic literacy, and computer skills. Later, in the fourth year of study, students in the School of Education also take a module called English as a Medium for Teaching and Learning. As a result of a cross-case study analysis, the authors propose a programme structure for student teachers that initially focuses on the development of academic vocabulary, sentence structure, academic reading and writing, the development of genre knowledge, as well as critical and logical thinking.

The authors propose that embedded within the course should be the aim of developing student teachers' ability to attend to the specific academic language demands of different disciplines when they are planning and delivering teaching in the future.

Chapter 7 gives focus to the philosophical and pedagogical foundations of a credit-bearing English for general academic purposes (EGAP) course at a Turkish university. The course, titled 'Productive Academic Skills' (PAS), is intended to support EMI within the institution, and the chapter authors describe its design, illustrating how this is based on pedagogical foundations of pedagogical content knowledge, content-based instruction, differentiated instruction, and critical literacy pedagogy. They refer to this basis as a four-quadrant pedagogical model of EGAP, which may have applications in other contexts. Interestingly, the approach taken to differentiated instruction is one where teachers are able to teach about different themes based on their personal interests, and students can then choose which theme/instructor they wish to study with (presumably subject to class capacity limits). Student and teacher feedback reported on PAS appears positive, although this is limited to qualitative comments; no indication is given regarding how student evaluations compare with other courses at the university.

The eighth chapter describes a Content and Language Integrated Learning (CLIL) context within an international university in China, where EAP specialists and content lecturers teach together collaboratively on modules. It reports on a study that examined content lecturers' perceptions of this collaboration, as well as how CLIL may be able to 'bridge the gap' between disciplinary and EAP teaching, with the ultimate aim of promoting deep learning. Their research addresses a gap in CLIL literature in that it includes the perspectives of subject specialists, which are often missing from studies in this area. The authors note that content lecturers generally viewed their collaborations with EAP specialists positively, and felt that these had a positive impact on students' educational experiences. However, the findings also indicated some concerns about the level of subject knowledge that it is desirable for EAP specialists to possess, as well as noting that it has been difficult to measure the impact of CLIL provision on students in comparison to subject areas where CLIL was not available. The chapter finishes with a call for more research on CLIL in EMI contexts that takes into account the views of learners.

Chapter 9 describes the application of Sydney School genre pedagogy, initially developed for primary-level literacy education in Australia, to an 'ESAP-in-EGAP' (ESAP: English for Specific Academic Purposes) university academic English programme in the United Arab Emirates. Faced with the requirement to develop a semester-long EGAP programme that had to cater to students destined for study in diverse disciplines, the authors took the approach of aiming to develop their students' overall genre literacy, rather

than just teaching about specific genres that students would need to use in the future. Course design principles were based on Sydney School principles, with each course module built on three core aspects of teacher/student roles, learning activities, and learning modalities. The course positioned teachers as expert users, and had a strong focus on explicit instruction, departing somewhat from the communicative language teaching approach that was familiar to many teachers at the institution. The authors noted some challenges in convincing colleagues of the efficacy of a more teacher-led approach, and provide an interesting commentary on how their colleagues were encouraged to engage with this. While only limited student feedback is reported, the chapter suggests that the approach taken was generally successful, and makes the case that the educational context of the United Arab Emirates (and the Gulf states more widely) may lend itself to teacher-centred EAP instruction to a greater degree than some other contexts.

The tenth chapter presents a collaborative autoethnographic study conducted by four EAP practitioners at different U.K. higher education institutions working in the area of the creative arts. Through analysis of the four authors' reflections, it examines the characteristics of EAP in the creative arts, focused around four key themes of spaces, spoken communication, written genres, and collaboration. Particular insights included the wide range of spoken and written genres employed within the creative arts, which deviated from those often covered in EGAP provision, and the primacy of spoken communication in some creative arts contexts. The reflections suggested that being embedded within a creative arts department, rather than operating as an 'outsider', was key to successful EAP teaching, as was a willingness on the part of EAP practitioners to operate outside of their comfort zone and learn more about the disciplines they are working with. The chapter sheds light on an area of ESAP that has not received a large amount of attention to date, although the implications for practice presented seem likely to be relevant to EAP work with any discipline that is unfamiliar to an EAP practitioner.

The final chapter provides a description of the transition of a pre-sessional EAP programme from having an EGAP approach to a more ESAP orientation. It focuses specifically on the introduction of the signature pedagogy (SP) of problem-based learning (PBL), commonly employed within the field of Medicine within higher education, into a BioMed bridging course within a pre-sessional programme. The authors note some of the perceived successes of this particular transition, such as being able to engage students to a greater extent with the underlying assumptions and principles within their target disciplines of study, as well as the challenges they have faced, such as the diversity of different subject areas within their BioMed grouping. While the authors viewed the changes made as being successful, the chapter does not indicate whether the changes made led to any change in student

performance levels in their subsequent degree programme study. While a clear argument is put forward for the benefits of the ESAP approach described, the authors note that this only became possible because of an increase over time in the number of pre-sessional students they teach, making subdivision by discipline a practical option.

Overall, *Pedagogies in English for academic purposes: Teaching and learning in international contexts* provides a set of case studies that should offer useful insights to practitioners working in a wide variety of EAP contexts, including those working at EMI institutions. The case studies presented are rich in description, contextual detail, reflection, and analysis, although more data to illustrate the impact of changes reported on would have been beneficial in some cases. Looking to the future, this volume comments in its afterword that the recent global pandemic has brought about changes to the Technological Pedagogical Content Knowledge (TPACK) for needed EAP practitioners. For example, compared to before the pandemic, students are now much more likely to be engaging with recorded video lectures with captioning as opposed to live lectures. The skills that students need to succeed in this new environment is an area that needs more research. Equally, the growth of EMI provision globally provides many new EAP contexts which remain relatively under-researched, and more research that involves collaboration with academics in different disciplines, as well as more research which focuses on EAP teacher education, would be valuable contributions to the field.

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