

Book Review

Pedagogies in English for Academic Purposes: Teaching and Learning in International Contexts

Edited by Carole MacDiarmid and Jennifer J. MacDonald.

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Over the past four decades, the instruction of English for Academic Purposes (EAP) has gained much attention from teachers, subject specialists, scholars, and policymakers in search of optimal teaching methods for learners. This search has led to some extensive implications, but it is difficult to arrive at generalized findings because resultant methods are variable according to geographical, historical, and sociopolitical contexts that constrain EAP course design and delivery (Wingate & Tribble, 2012). To address this challenge, this timely publication edited by MacDiarmid and MacDonald (2021) embodies EAP pedagogies through research-informed practice and classroom-based research in English as a Medium of Instruction (EMI) contexts in anglophone and non-anglophone countries to underpin follow-up classroom practice. This review, accordingly, discusses EAP issues under the impact of contextual factors and covers corresponding pedagogies to facilitate learning.

The book differs from previous volumes for a number of reasons. First, it focuses on EAP pedagogies in the classroom rather than a discussion of traditionally oriented conceptions of vocabulary learning (Coxhead, 2006; Nation & Webb, 2011) and corpus- or vocabulary-based research (Durrant, 2016; Gardner & Davies, 2014). The pedagogies

reflect the links between research and practice, and respond to scholars' calls (Hyland & Wong, 2019; Riazi et al., 2020) for more classroom implications to influence learners' development of academic literacy and skills. Second, the book provides insights into EAP instruction at different disciplinary and educational levels, such as undergraduates (Chapters 1–3, 7–11), postgraduates (Chapters 3–4), and student teachers (Chapter 6) in pre- or in-session courses. Instruction is based on students' needs or a collaboration between academic teachers and subject specialists, depicting the actual use of teaching methods. That said, the book chapters present various EAP instructional showcases which students, teachers, specialists, and policymakers could apply in their own contexts.

The book starts with an introduction encapsulating worldwide EAP training, EAP teachers' roles and responsibilities, EAP aims and significance, and already-published EAP volumes before 11 chapters present EAP practices ranging from general to specific contexts. The first three chapters address EAP pedagogies under the impact of sociopolitical and educational contexts in North American contexts. In Chapter 1, McGaughey and Song cover the Canadian context, where the concepts of diverse cultures are becoming popular in higher education. In this context, EAP courses generally aim to encourage international undergraduates to develop their critical intercultural communicative competence and multicultural thinking as a requirement of governmental policy. Conrad, in Chapter 2, follows with the significance of literacy brokering in plagiarism education in the context of the USA. According to Conrad, EAP pedagogy in the US typically offers a series of lessons for first-year students to discern acceptable and unacceptable brokering forms in academic writing. Marr's Chapter 3 features learners' development of critical thinking in language use in a Canadian university. It shows how EAP training at the university is used to drill students to comprehend the functions and features of texts through so-called theme and rheme, and discover multilayered meanings under the umbrella of System Functional Linguistics (SFL) and nominalization. These three chapters reflect EAP practices in North American countries, emphasizing learners' development of critical thinking in the use of academic language.

Chapters 4 to 6 show the importance of EAP practices for PhD students and practitioners interested in publishing papers and academic instruction in Norwegian, Brazilian, and South African contexts. Solli

and Muir's Chapter 4 presents the context in which Norwegian doctoral students become familiar with a monograph writing style. The chapter offers EAP instruction to help their writing practice in different genres to enrich their academic experience. Ferreira's Chapter 5 shows how to assist Brazilian postgraduates to develop their critical thinking in an academic context. EAP teaching in this country shows that it is important to focus on the configuration of writing aspects and genres. Mpofo and Maphalal's Chapter 6 offers an overview of EAP in South Africa, which has adopted different educational modes for black and white students, pre- and post-apartheid. This chapter shows that EAP pedagogy in the form of pre-service training equips practitioners with the necessary skills to build language and disciplinary genre awareness across high-school curricula. The three chapters highlight the necessity of EAP trainers to have rich knowledge and experience of academic writing when training higher education students.

Chapters 7 to 9 delineate EAP practices for undergraduates' development of communicative competence according to the requirements of Turkish, Chinese, and UAE national universities, respectively. Aksit and Aksit, in Chapter 7, demonstrate how Content-based Instruction (CBI) is applied to promote students' analytical and critical thinking skills in academic reading and writing. Lu and Zou in Chapter 8 utilize Content and Language Integrated Learning (CLIL) to engage students in the use of academic language in classroom activities. Myers et al., in Chapter 9, avail a reading-to-learn approach from the Australian educational system to establish students' habit of doing intensive and extensive reading in higher education. EAP practices in these three chapters show the significance of effective EAP instruction to cultivate learners' subject interest, facilitate reading skills, and enhance their academic genre awareness.

Last but not least, Chapters 10 and 11 focus on specific EAP pedagogies in preparation for UK learners' background knowledge before taking English for Specific Purposes (ESP) disciplines. In Chapter 10, Carr et al. explore the EAP instruction of four creative-arts discipline teachers using an auto-ethnographic approach to determine the best advice for art major students. The chapter shows that EAP activities should align with ESP to raise learners' awareness of technical language. In Chapter 11, MacDiarmid et al. cover the application of problem-based learning techniques in medical schools to equip learners with the ability

to problem solve and express reasoning in medicine exercises. The specific EAP courses in these two chapters show that EAP is an indispensable component in the education of specialized and technical subject areas, as sophisticated and solid knowledge can help learners to develop their expertise in relevant fields.

The greatest strength of this volume is its systematic analysis of EAP pedagogy in each chapter across a wide range of geographic and socio-economic contexts. Each chapter provides an overview of the relevant theories, a thorough description of unique contextual factors, and EAP training demands in the given educational context. Research-informed practice and relevant materials are subsequently analyzed before the chapter conducts a discussion. For instance, Conrad's Chapter 2 offers an inclusive overview of literacy brokering issues: kinds of brokers, reasons for learners' engagement with brokering, deceitful and non-deceitful behaviors in plagiarism, and brokering types in academic contexts. The chapter then presents EAP training, lessons in literacy brokering, cheating materials and peer review, as well as brokering analysis practice to enable learners to recognize acceptable brokering materials and avoid cheating in their writing. The systematic structure and organization of each chapter help the reader to comprehend EAP practices in different contexts easily and efficiently.

It may also be worthwhile to note that this book was published prior to the pandemic triggered by COVID-19. Although few EAP virtual pedagogies are explored in this volume, some chapters tap into the use of Web-based EAP technology, tools and media sources such as Zoom and Moodle (Chapter 7) or Internet-based contract cheating (Chapter 2) in training. Given that technology-mediated instruction is becoming increasingly important, future research on and discussion of EAP may need to address how to promote learners' academic learning competence in virtual spaces.

In sum, this book contributes to EAP research by showcasing different academic practices under the impact of geographical, governmental, and educational policies, and students' needs. These showcases are valuable sources for readers looking for EAP signature pedagogies to accommodate language learning and nurture their EAP development.

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