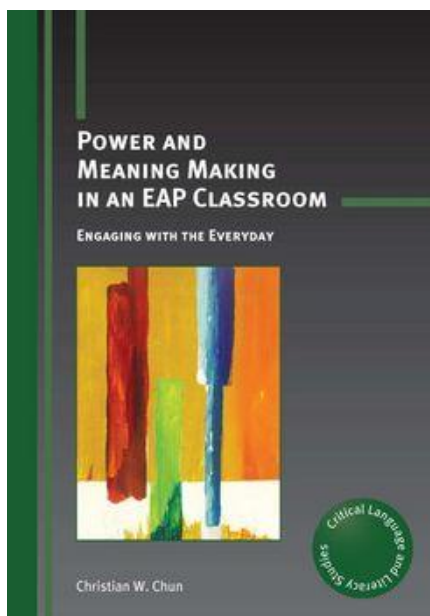# BOOK REVIEW

EAP RESEARCHER-PRACTITIONER COLLABORATION: RECIPROCITY OR INEQUALITY?

Christian W. Chun. POWER AND MEANING MAKING IN AN EAP CLASSROOM: ENGAGING WITH THE EVERYDAY (2015), Bristol, UK: Multilingual Matters. 240 pp., ISBN-13: 978-1-78309-294-9 (hbk), ISBN-13: 978-1-78309-293-2 (pbk).

Everything matters when it comes to English for Academic Purposes (EAP): student demographics, pedagogies, institutional policy, textbooks, and multimodality use, to name a few. EAP has attracted much scholarly attention with the influx of international students in countries like Canada and the United States. For example, Benesch (2001) highlights the significance of critical EAP and claims that "critical EAP offers alternatives to unquestioning obedience, assuming that students have the right to interrogate the demands they face" and allows students to "examine externally imposed demands and negotiate their responses to them" (p. 53).

Although many existing studies focus on critical EAP, the intersection between specific meaning-making of critical EAP and EAP teachers' knowledge of how language and power interact warrants more studies (Crookes, 2015). Additionally, one problem of the EAP research is the "paucity of practical examples of critical pedagogy in classroom practices that can serve as a guide to interested practitioners" (Chun, 2015: 102). Chun's new book fills the void in many ways.

Power and Meaning Making in an EAP Classroom: Engaging with the Everyday effectively captures the rich nuances of EAP classroom practices. It is based on a year-long collaboration between Chun and Emilia, an EAP instructor, in her

advanced EAP reading and writing class in Canada. Chun closely examines the everyday choices Emilia made about teaching, and how her teaching practices were informed and shaped by their collaboration, focusing on functional grammar and critical literacy approaches. It also explores Emilia's growing awareness of power, critical language and discourse, and subsequent meaning-making activities on major topics such as neoliberal globalization, racial and cultural identities, consumerism, and the role of instructors. Featuring practical samples of how a researcher collaborated with an EAP instructor to make theories operate meaningfully and effectively, this book can be a valuable addition to the library of many EAP researchers and practitioners.

The book consists of eight chapters. Chapter 1 introduces the function, main pedagogical approaches and challenges of current EAP, and emphasizes the need to understand the everydayness in EAP classrooms. Chun also describes his collaboration with Emilia, and the broader context of the EAP program at study. EAP instructors and students will find Chapter 1 highly relatable because Chun shares his own trajectories toward addressing EAP from critical perspectives, and how his dual-identity as Chinese American and a former EAP instructor has shaped his understanding of language education.

Chapter 2 examines the classroom practices in the first academic term of their research collaboration, focusing on two class lessons using the usual ignition-reply-evaluation sequence, and reading strategies of skimming and scanning respectively. Chun strongly questions the catch-all reading method that focuses on signposts, and advocates for using authentic materials in EAP students' disciplines. This classroom observation sparked a collaboration inquiry from Chun, aiming to understand and implement functional grammar approach in Emilia's class. Their collaboration consists of regular classroom observation, research meeting to share readings, implementing critical approaches in Emilia's class, and recap after each class.

Chapter 3 demonstrates how Emilia implemented the functional grammar approach in her spring class with Chun's scaffolding. Integrating this approach in Emilia's class not only increased students' engagement and helped them understand and produce academic English, but also acquainted Emilia with functional grammar. Chun claims that exposure to only functional grammar is not enough for students to learn to use academic discourse. This chapter sheds light on how to align research objectives with teaching objectives to facilitate classroom teaching.

Chapters 4 to 6 widen the scope of EAP discussion to include vital questions on the intersection of power, language and pedagogy. Specifically, they examine how discourses of neoliberal globalization, consumerism, immigrant identities and racialized cultural constructs were mediated in Emilia's class to expand students' meaning-making abilities. Each chapter follows a clear overall structure: it starts with an introduction to the topic, then a concise review on relevant literature, followed by extracts of classroom interaction. Chun continues with several interview extracts with Emilia, then describes how critical approaches are

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implemented in specific class activities and the learning outcomes, and concludes with suggestions. Although its academic language might pose challenges to EAP practitioners, they are likely to appreciate Chun's in-depth analysis of and reflection on how the researcher and practitioner navigate the collaboration together.

Chapters 4 and 5 specifically use two YouTube videos on globalization and business as examples to examine how multimodal texts were taught and the ensuing influence on students' meaning-making. In Chapter 4, Chun analyzes how "video's verbal text and its textual captioning attempt to cement or fix particular meanings and direct an interpretation of its images" (p. 74). Chun problematizes the hegemonic discourse in social media and suggests that we enhance understandings of "dynamic interrelationships in multimodal texts and their impact on literacy development" (p. 94). Chapter 5 discusses how the research collaboration prompted Emilia and her students to engage in more meaning-making practices around the notions of globality and globalization in the summer class. The summer class interaction featured Emilia's evolving understanding of neoliberalization discourse, critical literacy, and her role as an EAP instructor. More importantly, she created a dialogic space for students to unpack meanings of major concepts. Chun cautions against "wholesale the methodological practices from established research" (p. 120) because it might restrain students' meaning-making potential.

In Chapter 6, Chun examines Emilia's expanding critical literacy approach to address the common-sense racializing discourse featured in a textbook chapter. It starts with an overview of EAP textbooks and introduces a textbook chapter on how to sell products to multicultural consumers, using Jennifer Wong, a Chinese Canadian as a hypothetical consumer. The classroom interaction abounded with various tensions and contradictions around racialization. When discussing challenges in using critical literacy approach, Emilia recalled feeling shamed as an immigrant because of a teacher's comment. Emilia realized the omnipresent power in EAP classroom even though she resisted "addressing the political" for the fear of "creating a politician of the teacher" (p. 105) in early stages of their collaboration. Chun concludes with thought-provoking questions about the discourse of racialized societal division and racializing anxiety about nationality in general, and in this textbook chapter in particular.

Chapter 7 addresses the issues around bringing the political into everyday EAP classroom, and students as co-constructors of knowledge. Focusing on a class lesson on the role of instructors, it shows the possibility of creating "dialogical space" for EAP students to "shift from being mere receivers of knowledge to more active co-producers of knowledge" (p. 160). Chun advocates EAP instructors to expand their pedagogical practices to respond to the specific needs of students, which differs from many EAP studies that draw a deficit model of EAP students. Many EAP students will appreciate this chapter because it takes into consideration "the complex issues and realities that constitute their lived identities" (p. 180).

In Chapter 8, Chun reflects how their collaboration informed Emili's classroom practices, created the evolving and expanding dialogical space for students, and how Emilia integrated impairing pragmatic knowledge and critical literacy aspect in class. Additionally, he highlights the principles of "empowering research" and reiterates his goal in this research. He concludes the book with seven shared commonalities of critical literacy practices in English language classroom. He also demystifies the critical literacy approach, claiming that critical work is not limited to researchers, and EAP practitioners do not "have to be well read in all matters political, historical and in current world affairs" (p. 185) to apply critical approaches in the everyday classroom.

This book's major contribution to the EAP field is two-fold. First, it successfully brings out a much-needed model of how a researcher and a practitioner collaborate to share research articles, discuss major issues in language education, and co-construct meaning of classroom teaching. It is most likely a "co-learning agreement" (Wagner, 1997: 15) in which both the researcher and practitioner are "engaged in action and reflection" and "learn something more about the world of the other" as "agents of inquiry" (p. 16). Although this collaboration was not without tension and contradiction, Chun was cautious about not imposing power on Emilia, thus carefully redrawing "the boundaries of current research and practice" (Crookes, 2015: 491). During this reciprocal collaboration, the researcher fulfilled his goal of understanding how to implement critical pedagogy in the EAP classroom meaningfully and effectively, while Emilia achieved intellectual transformation as demonstrated in her increasing awareness of power politics and her satisfaction of implementing critical literacy pedagogy. The evolving identities of both answer the long-standing question of what practitioners can benefit from research-practitioner collaboration. More importantly, their collaboration benefits the EAP community because it pinpoints the major challenges faced by many EAP teachers and includes successful models of addressing them.

Second, it brings theory into practice to inform EAP instruction. Their meetings to share research findings, Chun's modeling and scaffolding, and Emilia's implementing of critical pedagogy, offer practical guide for both researchers and EAP practitioners. Many readers of *ESP Today* will appreciate Chun's suggestions on EAP instruction, such as valuing and keeping in perspective students' unique needs in Chapter 8. Through unfolding students' engagement in more meaning-making practices in class, it reveals how current EAP pedagogies and textbooks might fall short in addressing the unique needs of EAP students, bringing critical pedagogy implementation to a more practical level. Additionally, its diverse examples of everyday interaction between teachers and students, and that between the researcher and practitioner provide a practical guide to EAP educators and researchers in terms of engaging students in more meaning-making practices, and transforming them from receivers to co-producers of knowledge. Additionally, it helps researchers navigate idea sharing, tensions, and contradictions in research collaboration.

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To conclude, drawing on the burgeoning scholarships of critical EAP, Chun's new book addresses current issues on language, power, and EAP classroom instruction. It also provides a well-crafted and organized scholarly guide to everyday EAP classroom learning and teaching. It has undoubtedly demonstrated its significance as an indispensable resource book for EAP practitioners, researchers and individuals interested in researcher-practitioner collaboration.

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Reviewed by **HAIRONG SHANG-BUTLER**
Warner School of Education and Human Development
University of Rochester
USA
hshang@warner.rochester.edu

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