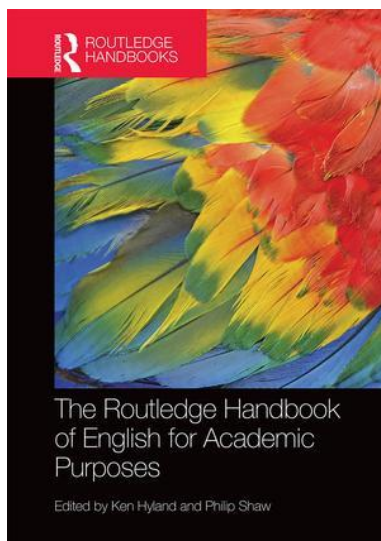# BOOK REVIEW

A WORLD OF EAP

Ken Hyland and Philip Shaw (Eds.).
THE ROUTLEDGE HANDBOOK OF ENGLISH
FOR ACADEMIC PURPOSES (2016),
Oxford/New York: Routledge. 670 pp., ISBN
978-1-138-77471-1 (HB), 978-1-3156-5745-5
(ebook).

As the editors of the volume observe, English for Academic Purposes (EAP) is not a theory or method, but rather a diverse and rapidly evolving field encompassing a wide range of research perspectives and pedagogical practices. A handbook of English for Academic Purposes is therefore an ambitious project. Nonetheless, across eight sections, 45 chapters and 670 pages, Ken Hyland and Philip Shaw assemble an international group of renowned researchers and practitioners, as well as newer voices, to produce an authoritative and thought-provoking volume.

The sections progress from the "general and ideological" to the "particular and operational" (p. 6). Part 1, *Conceptions of EAP,* explores conceptions of EAP. Hyland begins by considering the pros and cons of general versus specific EAP course design, supported by concrete examples of courses at Hong Kong University (we note that clear and interesting examples are a strength throughout the handbook). Hyland stresses the need to draw on students' own knowledge and prior experiences, and raises the potentially thorny issue of the ancillary status of EAP in some institutions. Subsequent chapters provide state-of-the-art reviews, such as Tardy and Jwa on Composition Studies, and Lillis and Tuck on Academic Literacies. These chapters explore commonality and divergence between traditions of EAP, and deal with the complexities of supporting new students in gaining entry into academia. As a counterpoint, Mauranen, Hynninen and Ranta's

chapter on English as a Lingua Franca presents findings of recent investigations into written (rather than spoken) ELF, and challenges EAP practitioners to reconsider 'native' English as the standard.

Part 2, *Contexts for EAP*, takes some of the issues explored in the previous section and illustrates how they play out in various settings. For example, Airey explores the ideologies of language and content specialists in European institutions where English is used as a medium of instruction, or in CLIL settings where disciplinary content and English language are taught side by side. Parkinson challenges notions of 'deficit' by showing how South African students from a variety of L1 backgrounds can build upon their prior literacies. Here, EAP provision has been adapted to the specific needs of the student community. In contrast, Cheng notes that in Chinese settings, policy makers promote more generic English courses regardless of the future disciplinary and professional English language needs of students. Salager-Meyer, Llopis de Segura and Guerra Ramos show that EAP teaching and research is well supported in some Latin American countries such as Brazil, though the status of EAP elsewhere in the region may be lower.

Part 3, *EAP and Language Skills*, examines the challenges EAP learners face in developing the skills required to participate in the local academic context. Hirvela considers reading into writing, and problematises the prevalence of 'models' in teaching the integration of source material. While often used to simplify the process, the 'model' approach may risk delivering a short-term solution rather than a transformative pedagogy that leads to genuine learning. When it comes to selecting teaching materials, a data-driven approach is advocated by Basturkmen (*Dialogic Interaction*), Rodgers and Webb (*Listening to Lectures*) and Coxhead (*Acquiring Academic and Disciplinary Vocabulary*), and in their chapters, they describe how specialised corpora can be used to expose students to authentic language. While L1 is viewed in some chapters as an obstacle, Manchón distances herself from a deficit perspective on L2 writing, citing studies which describe the strategic marshalling of proficient writers' L1 resources in the writing process.

Part 4, titled *Research Perspectives*, turns the reader's attention to research perspectives. Eight perspectives are introduced, from the systemic-functional to the socio-theoretical. The authors in this section for the most part succeed in making complex theories accessible, and relate those theories to both research and practitioner concerns. Hood launches the section with an introduction to Systemic Functional Linguistics (SFL), a linguistic perspective on EAP which offers a "social semiotic toolkit" (p. 193) to guide both teaching and research. Nesi's chapter on corpus perspectives takes a 'hands-on' approach, listing openly available corpora, laying out the steps of compilation and annotation, and gently nudging owners of large corpora to make them more freely available. Pecorari's chapter on intertextuality and plagiarism also links research and practice; plagiarism is examined in terms of different disciplinary and cultural meanings and highlights the role EAP practitioners can play in shaping policy. Shaw also takes up

intertextuality in his chapter on genre, while Paltridge and Starfield step away from text to consider how ethnographic (or at least ethnographically-oriented) approaches can inform our understanding of issues related to learner and EAP teacher development. O'Halloran, Tan, and Smith's chapter on multimodality is broad in scope, as the authors set out to examine how different modalities coalesce in academic discourse, as well as how students learn to integrate a range of modalities in their own discourse. Conner, Ene and Traversa provide a balanced, historical overview of intercultural rhetoric and an interesting discussion of different interpretations of 'culture'. The section concludes with Macallister's chapter on critical perspectives, in which he invites us to "bring the political into the classroom from the bottom up" (p. 292), echoing Hyland's call in Chapter 2 to place the student at the centre of EAP practice.

Parts 5 and 6 shift the focus to pedagogical and research genres, both written and spoken. Part 5, *Pedagogic Genres*, deals with undergraduate assignments, lectures, and seminars, as well as less researched genres, such as PhD student supervisor interactions, and vivas. Graves and White begin with undergraduate assignments and essays. Given that these genres can take a variety of textual forms, the authors turn their attention to 'transfer', i.e, how students apply their current skills and genre knowledge to new contexts, such as in the workplace (an issue also taken up by Samraj in Part 6). Two expository genres are also included in the section. Bondi notes the limitations of textbooks as a model for student writing, but points out that the genre has value in its contribution to building students' disciplinary vocabulary. Camiciottoli and Querol-Julián emphasise the challenges lectures can pose for L2 students and stress the importance of further research, especially given the complexity of the genre and its prevalence in universities. The chapter provides concrete recommendations for supporting students, such as a buddy system which pairs L1 and L2 students. In contrast, Aguilar in her chapter on seminars questions assigning L1 students the role of 'expert', and stresses the teacher's role in managing seminars to promote L2 students' participation and learning. Björkman contributes insights from a review of the literature and her own data from PhD supervisor/supervisee interaction, as do Swales and Mežek on PhD vivas. Both chapters touch on power relations between participants, and are noteworthy in that they investigate oral genres; as Feng and Foley point out in Chapter 32, EAP genre research has historically privileged written discourse.

Part 6, *Research Genres*, begins with Thompson's chapter on dissertations and theses, genres that occupy the space between learner and research writing. Rather than focusing exclusively on our knowledge of dissertations across disciplines, Thompson sets out a clear case for the "heuristic potential" (p. 379) of a genre approach to teaching writing at this level. Samraj also takes a pedagogical perspective. In response to the abundance of research analysing research articles, Samraj calls for a focus on how results of these analyses can feed into not only writing, but also reading pedagogy. Forey and Feng in their chapter on academic presentations challenge the EAP practitioner to go beyond giving advice such as

"engage your audience" (pp. 428). Instead, they argue that a metalanguage is needed to convey how the range of semiotic resources available to a speaker can be combined most effectively. D'Angelo touches on the potential offered by the affordances of digital technology in her chapter on academic posters, a theme developed by Kuteeva in her review of research into blogs, wikis and tweets. Both conceptual and ethical questions raised by the rise in academic uses of digital technology are explored, and, as with other chapters in the section, a challenge is posed for the EAP practitioner. In this case, as digital media become ever more prevalent in scholarly communication, what do students need to be taught, and how can digital tools contribute to the development of new teaching methodologies?

Part 7, *Pedagogic Contexts*, explores the range of scenarios encountered by EAP practitioners, from middle schools to professional contexts. Humphrey deals with middle years schooling, arguing that tools from SFL already used in secondary schools can render genre and register features overt for middle-school aged children. Johns lauds the attempt to create a set of nationwide academic standards across pre-college education in the United States despite opposition from a number of states wary of losing their autonomy. Storch, Morton and Thompson discuss the potential of critical pragmatism as an approach to EAP in undergraduate settings, in which students develop a critical awareness of discourse conventions through working with corpora. Feak also highlights the importance of corpora as an induction into the discourse of the disciplines, for both L1 and L2 postgraduate students. Belcher, Serrano and Yang see a role for the EAP practitioner in supporting academic professionals with English as an Additional Language (EAL) to build academic networks, and in challenging 'norms' upheld by gatekeepers in the hope of building more heterogeneous academic communities, rich in alternative discourse traditions.

Given concerns about the status of EAP voiced in earlier sections, there is a welcome 'quality culture' thread running through the final Part 8 of the book, *Managing Learning*. Bocanegra-Valle's chapter on needs analysis for curriculum design stresses the value of an iterative cycle of course development in which multiple stakeholders are consulted, including students. Weigle and Malone emphasise the importance of validity in creating assessments which are effective in predicting success in future academic contexts. Ding and Campion, in their discussion of EAP teacher development, praise organisations such as BALEAP for setting standards for practice within EAP through accreditation schemes. Their concern, however, is that such schemes encourage reproduction of the behaviours of more experienced professionals rather than promote individuality and innovation. Continuing the theme, Gustafson and Ganobcsik-Williams highlight the potential of US-style writing centres as a means of establishing institution-wide collaboration and raising standards for academics and students.

Some chapters in this final section take a practical approach in suggesting frameworks or approaches for EAP course leaders and managers. Gillett, in his

chapter on EAP management, builds a framework from research on pre-sessional course leadership, focusing on personnel issues, curriculum issues and resource management. Stoller describes EAP materials and tasks which may have general efficacy across disciplines in that they promote skills, such as synthesis and contrast, required in all academic contexts. Yim and Warschauer take a similarly grounded approach in their discussion of CALL and electronic media, highlighting three current CALL applications – textual scaffolding tools, concordancers and automatic feedback/evaluation programs – to show how they can be used to foster autonomy in L2 students. The teacher's role is posited as crucial throughout, as instructor, researcher and disseminator of good practice.

To conclude, the handbook is comprehensive, expertly written and is an excellent resource for advanced undergraduates and postgraduates, as the editors propose. However, there is also significant value for both researchers and practitioners in the field, as many future directions of enquiry and implications for actual practice are explored, and which we hope to have highlighted in this review. It is perhaps unlikely that others will read the handbook from start to finish as we have. Indeed, we would advocate taking an exploratory route through the volume, following the various links that are indicated at the end of each chapter, in order to allow different themes and issues to surface. The handbook will undoubtedly prove to be an invaluable addition to the bookshelves of academic departments and language centres alike.

Reviewed by **LYNDON TAYLOR & LISA MCGRATH**
Sheffield Hallam University
United Kingdom
Lyndon.Taylor@shu.ac.uk
L.McGrath@shu.ac.uk