

Teaching English for academic purposes: Theory into practice

Ece Zehir Topkaya and Handan Çelik

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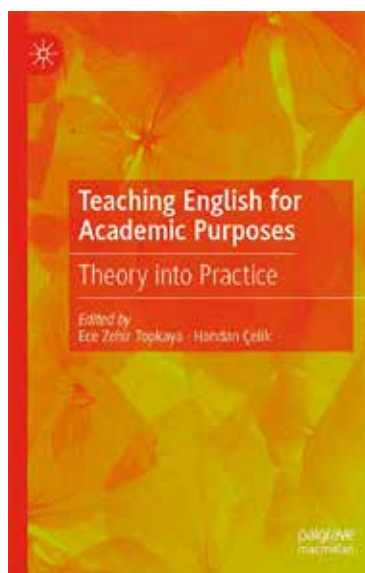
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JIE HONG

*School of Foreign Studies, Nanjing University of Posts
and Telecommunications*DOI: <https://doi.org/10.30827/portalin.vi44.32786>

As a growing and significant branch of English for Specific Purposes (ESP), English for Academic Purposes (EAP) has been widely emphasized in academia due to global trends in preparing students to manage their challenges in English-medium instruction (EMI) (Basturkmen, 2019; Hyland, 2016). In order to assist students to succeed in their university studies, it is essential for teachers to have sufficient theoretical and practical knowledge of EAP instruction (Belcher, 2006). Given the complexity and specificity of EAP needs and objectives, teachers require skills and competencies beyond pedagogical and linguistic literacy (Basturkmen & Wette, 2016). They need broader skills applicable to various disciplines or discipline-specific knowledge to design materials, courses, methodologies, and assessment practices (Hamp-Lyons, 2011).

Despite the growth in the scope of EAP research in the past decades, there is still a wide gap in the pedagogy and instruction of EAP and teachers' degree of preparedness to teach in this context (Hyland, 2014). As a timely and influential effort to explicate EAP instruction further, this edited volume entitled "Teaching English for Academic Purposes: Theory into Practice" offers a nuanced understanding of the challenges of English-medium instruction at universities and practical ways to overcome them. Topkaya and Çelik combined theoretical content with in-depth practical insights to help EAP practitioners better prepare students for academic encounters in English. This resource is significant because it strongly underscores the close tie between the quality of EAP teaching and the quality of EAP learning. The authors capitalize on the role of instructors' expertise and skills in maintaining and generating educational quality and success in EAP settings. In light of its novel insights, this book has implications for English language teaching (ELT), ESP, and EAP professionals, teachers, teacher educators, students, policymakers, and researchers. Teachers and practitioners can be equipped with crucial knowledge, strategies, and practical approaches to adapt their instruction to the distinctive needs of EAP students. Teacher educators and policymakers can shift their attention from exclusive emphasis on theoretical aspects of EAP instruction to practical ones. Graduate students and researchers may also get inspired by this book to conduct research on



EAP pedagogy and teacher requirements to survive and flourish in EAP contexts.

Structurally, this volume is composed of five parts and 18 chapters. The first part titled “the Development of EAP Practice and Pedagogy” includes three chapters. The first Chapter, authored by Ece Zehir Topkaya and Handan Çelik, provides an introduction of EAP definition, nature, evolution, and classification and justifies the importance of teacher knowledge base in EAP instruction. Then it outlines the book, explains its goals and beneficiaries, and provides a synopsis of the included chapters. To unveil the roots of EAP, Nalan Kenny in Chapter 2 critically describes influential factors that led to the growth of EAP such as globalization, migration, high demand for studying abroad, and financial benefits of EAP for universities. Focusing on academic literacies theory and its contribution to EAP instruction, in Chapter 3, Simon Mumford and Kenan Dikilitaş explained approaches to teaching and learning EAP. In the second part, “Creating Effective EAP Courses”, only two chapters exist. To cultivate EAP learners’ academic literacies and discipline-specific skills, in Chapter 4, Ali Karakaş discusses research-based and learner-centered course design and boldly emphasize on needs analysis. Similarly, in Chapter 5, EAP needs assessment approaches such as present situation analysis (PSA) and target situation analysis (TSA) are highlighted by Carole MacDiarmid and Ide Haghi.

The third part “Exploring Linguistic Issues, Language Skills, and EAP Instruction” includes seven chapters on teaching different language skills in EAP and approaches such as genre-based and corpus-based instruction. Drawing on Systemic Functional Linguistics (SFL), in Chapter 6, Billur Yıldırım explains the use of text analysis in improving EAP students’ grammar, vocabulary, and pronunciation skills. The role of linguistic, contextual, and individual variations and particularities of EAP is also described in this chapter. In Chapter 7, penned by Mehmet Sercan Uztosun, issues related to EAP oral communication are explained and authentic communicative-oriented and genre-based speaking tasks are suggested. Written communication of EAP and its role in knowledge generation and dissemination is addressed by Kutay Uzun in Chapter 8. Practical suggestions to deal with written challenges are also provided. The focus of this section is then shifted towards receptive skills by Nesrin Oruç Ertürk and Aynur Yürekli in Chapter 9, where effective techniques such as task-based and project-based approaches to EAP reading and listening instruction are highlighted. Genre analysis and genre-based writing instruction are discussed by Demet Yaylı in Chapter 10. A four-stage teaching-learning cycle in this regard is provided by the authors based on genre schools. The utilization of corpus and corpus analysis in EAP pedagogy, especially fostering vocabulary, writing, and language awareness, is explicated in Chapter 11 by Erdem Akbaş and Ahmet Başal. They emphasized authentic language use, collocations, and corpora. Calling for effective EAP materials, in Chapter 12, Derya Altınmakas enumerates the features of EAP materials and core principles of materials evaluation, selection, and design. Different materials adaptation and adoption techniques are also described by the author.

In the fourth section entitled “Issues in Assessment of Learning and Practice in EAP”, two chapters are included. After briefly touching language assessment, Ide Haghi and Tony Clark, in Chapter 13, described different stages of EAP teaching and appropriate assessment practices for each stage. Sample EAP assessment tools and practices (e.g., formative assessment) are also provided by the authors in this chapter. The importance and effect of academic integrity on the assessment EAP for students, teachers, and institutions are explored

in Chapter 14 by Kübra, Şık Keser, and Salim Razı. They suggested the use of generative artificial intelligence in EAP, while cautioning against integrity violations. The last part of this book titled “Current Perspectives in EAP” comprises four chapters. The interplay of EAP and technological resources and developments is discussed in Chapter 15 by Levent Uzun. Different technological tools and platforms are also described, and EAP teachers are encouraged to develop digital literacy. Introducing a ‘critical turn’ to EAP, in Chapter 16, Yasemin Oral Saribaş examines political and ideological factors behind EAP instruction. The contributions of globalization, internationalization of higher education, and socio-political issues to critical EAP are also addressed. Taking the same critical lens, Özlem Etuş, in Chapter 17, describes different paradigm shifts in language and communication studies including the social turn, digital turn, and critical turn in relation to EAP. The author also calls for a multiliteracy approach to EAP teacher education. EAP course effectiveness was the focus of the last chapter composed by Ali Erarslan. Different types of assessment for course evaluation are discussed, and the role of advanced technologies is highlighted.

In sum, this edited volume is commendable for different features. First, the dual lens of theory-practice is seen in all chapters that is hardly observed in other EAP books available on the market. The diversity of topics and themes is the next positive feature of this book that should be praised. This capacity allows readers to find interesting topics beyond traditional ones. The third advantage of this book is providing chapter highlights and pre-reading questions at the outset of the chapters helping readers get involved in the themes. Moreover, the chapters smoothly transition from introduction to conclusion, a feature showing the contributors’ high attention and expertise. The academic and simple language used in the book is also a merit. The incorporation of theoretical, empirical, and practical evidence and suggestion is another characteristic of this book seen in all parts.

However, there are some drawbacks and weaknesses in this resource. First, the voices of scholars from other countries and contexts are excluded. The chapters are situated in the context of Turkey and these constraints the generalizability of the suggestions and interpretations to other parts of the world. Second, the length and distribution of the chapters is a problem in this book. Some parts include more chapters, but others include only two. The topics like EAP assessment, academic integrity, and technologies should have been separately covered in distinct chapters. For example, artificial intelligence and technology are discussed in relation to all themes under the fourth section of the book. It would have been better if the editors could have separated them. The next shortcoming is that the book lacks a glossary of key terms in ESP and EAP. Without knowing key concepts, the readers may find the topics difficult to understand. Therefore, future volumes are recommended to provide chapter-specific or an overall glossary. Cross-cultural studies could have been added to the empirical parts of the book to foster the achievement of a universal model of EAP instruction and its challenges.

Despite these problems, the book does deserve praise for its thought-provoking approach and connection of theory and practice. It expands theory, research, and practice of EAP by covering a wide gamut of significant topics in this domain. The book also offers valuable insights and encourages further exploration of EAP pedagogy in English teacher education and beyond. It helps ELT teachers, who are planning to consider EAP as their future career by providing them with comprehensive insights and practical models related to various as-

pects of teaching EAP. Practitioners and teacher trainers may also use this book to motivate EAP teachers to be involved in continuous professional learning and EAP knowledge base development. Policymakers can use the ideas put in this book and start treating and accepting EAP in its own rights and identity rather than being a simple sub-class of ESP and EMI.

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