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## **Theory and Concepts of English for Academic Purposes**

**Ian Bruce. Hampshire:Palgrave Macmillan,**

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*Theory and concepts of English for Academic Purposes is a book published in 2011 and aims to theorize the wider practice and principles of EAP and consider a foundation for the designing and implementation of an EAP course. The writer of the book has succeeded in accomplishing the desired and overall goal of the book through addressing the three main issues in three parts which begins with general basis to more specific principles. This book is written for EAP teachers, researchers, and course developers.*

Part I discusses the theoretical basis for teaching EAP courses, and it is composed of three chapters. Chapter 1 proposes a theoretical basis of EAP teaching in relation to the distinction between the terms narrow angle and wide angle of ESP courses, as well as a description of the distinction between competence and capacity. Considering EAP as a needs-driven activity, the next section provides an overview of the issues of learner needs at different stages of their study careers. Chapter 2 investigates approaches to the research of academic contexts especially establishing the framework of the second stage of needs analysis, termed target situation analysis, as well as investigating the target academic communities in which their students seek to join. This chapter begins with a brief investigation of the theoretical frameworks that can be adopted to analyze and describe the activities of organized community. Chapter 3 highlights the area of needs analysis of EAP students which begins with the basis to perform needs analysis using the findings to inform the design of EAP courses, in which the author proposes that theories of language and theories of teaching and learning should be influencing the findings of needs analysis when being incorporated into the EAP course design. It also has been proposed in the implementation of EAP courses that needs has three interrelated stages.

Part two of the book is concerned with the design of EAP courses. It begins with Chapter 4 which considers the process of designing an EAP course syllabus. Bruce suggests a holistic approach concerning the framing of objectives and a focus on top-down processing. Bruce concludes the chapter explaining that the development of such syllabus should be informed

by theory and research. In Chapter 5, the integration of academic subject knowledge into EAP courses is proposed. Bruce starts this chapter by reviewing different levels of disciplinary engagement into different levels of EAP courses. Second, he considers three models of engagement between EAP teachers and subject discipline teachers. The discussion continues in Chapter 6 which focuses on the integration of linguistic knowledge in EAP courses. Three areas of linguistic knowledge are examined in relation to texts and discourses within which they occur. The aim of this chapter is to support the development of students' discourse competence through providing approaches for EAP course developers and teachers to deconstructing the linguistic elements of spoken and written discourses.

Part three is divided into 6 chapters and is concerns with aspects of the implementation of EAP courses and the development of the four language skills in relation to EAP pedagogy. Chapter 7 presents an overall understanding of the knowledge and skills required by EAP teachers based on the Competency Framework for Teachers of English for Academic Purposes (CFTEAP). A general EAP teacher competency statement is explained followed by a number of specific teacher competencies which are described under four main areas: academic practice, EAP students, curriculum development and programme implementation. These statements are explained in reference to different theories and research studies.

Chapters 8 to 11 examine the development of the four language skills, dealing with writing, reading, listening and speaking respectively. In Chapter 8, Bruce focuses on the importance of helping EAP students develop their discourse competence for writing extended texts. Then, he reviews some pedagogical approaches to teaching writing. Finally, he considers the types of genre and texts which are essential in teaching writing. Chapter 9 begins by examining areas of knowledge covered in the reading exercises of academic texts and reviewing different theories on the process of reading. In the next section, a variety of principles are discussed regarding the integration of reading within an EAP course. Chapter 10 gives a thorough focus on developing the listening skill of students in EAP courses and discusses problems arises with a specific attention given to spoken texts. It presents a brief overview of the types of process and knowledge that relate to the listening skill in academic contexts. Chapter 11 is divided into two main parts of skills development in EAP courses. The first part tackles the speaking skill and its development in an EAP course. The second part is a discussion of the debate about teaching critical thinking and its definition in relation to two main approaches: the teachable skills approach and the cognitive apprenticeship approach.

The first section of chapter 12 considers a brief review of some of the key aspects and principles related to language assessment in EAP courses, including operationalizing tasks for tests, the test-criterion relationship, and the concepts of validity and reliability of language testing. *Theory and Concepts of English for Academic Purposes* is a valuable book in different ways. First, the theoretical presentation of the book is well-sequenced and organized. The reader of this book will move smoothly between the chapters knowing what to expect in each chapter as different sections of the book are provided with a clear introduction and conclusion that connect the ideas together. Second, the fact that it is organized also applies on the point that the book moves from a general basis to deal with more specific details about subjects and issues of EAP moving from chapter 1 until it

concludes with chapter 12 in the book. Third, this book can be considered as a fruitful basis for EAP teachers and course developers. The writer was able to address almost all the important areas concerning theories of EAP, course development and ways of implementing EAP courses in a comprehensible way.

On the other hand, the book seems to have some weaknesses as well. One of them is found in the third part of the book which is devoted for the implementation of ESP courses, in this part, the last section of chapter 8 considers approaches to curriculum and course content for the teaching of writing which we believe is more relevant under the section of the design of EAP courses as it tackles issues related to the preparation of writing materials. In summary, Bruce gave a great deal of thought to the book and it comes through in the clear writing and well-structured chapters and contents which make it a rewarding framework for EAP course development and implementation. We would like to note that this book has not been published before and is not intended for publication elsewhere.

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