

Book Review

“The 6 principles for exemplary teaching of English Learners of Academic and Other Purposes”

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This is the 3rd book of *The 6 principles for exemplary teaching of English Learners series*. As an EAP tutor myself, I am particularly interested in getting to know new books and resources in our field, which is relatively new compared to other branches of English Language Teaching, such as EAL or ESL. The book consists of 5 chapters, each one dedicated to a different principle analyzing it in depth. Each chapter starts with a practical setting from our profession, describing a day in an EAP classroom located in a different place in the world. This kind of introduction helps the reader-EAP practitioner to understand the setting in which one of the principles is going to be analysed, but also relate to his/her own practice and understand how the principles can be applied to a real classroom. This is one of the strongest and most influential parts of this book; it provides a realistic setting with practical examples that are manageable and easy to adapt and implement into one's own teaching practice. Also, by using classroom settings from different parts of the world, makes the material relatable by every EAP practitioner, who can be based in China teaching undergraduate students, or India teaching MBA students.

In our profession, one of the limitations of teaching handbooks is that they provide strong theoretical backgrounds, without explaining the practicalities behind them, the specific techniques a teacher needs to follow in order to teach effectively. EAP is a relatively new field and many teachers need to train themselves when they move from General English to the EAP field. This book can be an ideal starter for a new EAP practitioner or used by an experienced EAP teacher, who wants to refresh their practice or change their teaching style towards being more inclusive and communicative.

Chapter 1 explains the basic principles behind ESP and EAP, providing the reader with all the necessary definitions, before the content becomes more specialized and complicated. The main principles of teaching this type of courses are also outlined, such as needs analysis, the various methodologies used, the genres that dominate the field and the role of vocabulary in teaching English for Specific Purposes or professional purposes. The most typical student profiles are analysed in this chapter, giving an insight into what most students need or require from an EAP/ESP course. Finally, the chapter ends with an outline of the 6 principles for Exemplary Teaching, which can be found below;

1. **Know your learners;** this principle highlights the importance of knowing your students' needs, personalities, learning backgrounds and what kind of expectations they have from themselves, their tutor and the course per se. EAP/ESP courses have a short duration and are designed around our students' profiles.
2. **Create conditions for language learning;** teachers adapt the learning environment, according to their students' needs.
3. **Design high-quality lessons for language development;** the teacher ensures that lessons are meaningful to the learners and help them develop.
4. **Adapt lesson delivery as needed;** teachers should make decisions on the spot and changing the lesson according to the students' needs. Learners are supposed to be challenged sufficiently and given support when they struggle.
5. **Monitor and assess learner language development;** teachers should gather data about their students' performance and adapt lessons according to that.
6. **Engage and collaborate within a community of practice;** teachers should collaborate with each other, exchange ideas, material and reflect on their own practice.

Chapter 2 provides reader with the basic principles behind Second Language Learning and how these can be adapted and analysed from a different perspective that could help inform the EAP/ESP field. We should not forget that our field has emerged from ESL and most of the techniques that we use come this background and should not be neglected when we do research or inform our practice.

Chapter 3 starts with the 1st principle; getting to know your learners. It provides an insight into the different tools or resources we can use in order to find out who our learners are. For example, tutors can use placement tests or the scores from standardized tests, such as IELTS or TOEFL or they can also design their own questionnaire to find more about their cultural background or their previous learning experiences.

The chapter continues with the 2nd principle of creating conditions for language learning. Every principle starts with a classroom setting and this time we have Gabriella Jimenez, who is teaching an oral presentation class in an EAP program. Several examples of activities are given in this chapter which can make the classroom more supporting reducing learners' anxiety especially in this type of class, where learners feel overwhelmed when it comes to presenting in public. Each aspect of the principle comes with a hands-on activity or approach that the tutor can use in their lessons. For instance, the teacher can enhance learners' motivation by connecting the content of the lesson to their own personal experiences and lives. Therefore, the teacher could use authentic texts and other resources from the students' profession in order to make the lesson more relevant to them.

The chapter follows the same pattern and analyses each one of the principles, providing specific examples and techniques on how to implement them in your classroom. *Chapter 4* addresses an issue that not many have analysed in our field, which is the establishment of a culture of shared responsibility. It describes how several stakeholders, such as conveners, academic faculty or academic counselors can help us to develop our learners even more and support tutors on their challenging and demanding roles. The chapter gives examples of specific roles and how the 6 principles can be adapted and used by these stakeholders. For example, how institutional leaders should view learners and address their needs or how to establish realistic language scores for admission purposes. I found this chapter extremely useful for everyone who is involved in the administration of institutions that organise EAP/ESP courses as most of the times they are not aware of the principles or the approaches that could be used to enhance the quality of the courses beyond their financial success that everyone considers.

Finally, *chapter 5* revises the 6 principles and analyses them having in mind different contexts, settings, programs, classroom and finally countries. To be more specific, the chapter starts with an exam preparation class for the TOEFL test and continues with an academic course at a German University. I found this chapter useful in terms of preparing EAP practitioners to be able to function under several circumstances, but also supporting practitioners already working in these contexts to revise their teaching practice.

Having read this book in depth, I am confident to say that it has already helped me in my lessons, as I have changed the way I approach my learners and adapt my lessons more often to their needs, and I strongly advise everyone who is involved in the field of EAP or ESP courses, either as a new or experienced tutor, coordinator or even faculty members of universities to read this book and use its content for guidance and inspiration.

Short Bio:

After my graduation from the University of Birmingham and my studies in Applied Linguistics, I worked primarily in universities around the world teaching English for Academic Purposes.

I have taught in Kuwait, United Arab Emirates, United Kingdom and China. The universities I have collaborated with include The American University of the Middle East, Coventry University, The University of Wollongong and University College London.

Currently, I am an EAP Tutor at the University of Nottingham, in Ningbo, China teaching mostly undergraduate students, while acting as the Coordinator of the Technology-enhanced Learning Special Interest Group within BALEAP (TELSIG).