Contents

	Acknowledgements	ix
	Common Acronyms	xi
	Preface	xiii
	Why I Have Chosen to Write This Book and Who I Think Should Read It	xiii
1	EAP's Birth and Early Historical Development	1
	Introduction	1
	1.1 Why Historical Perspectives are Important	1
	1.2 The Evolving Definitions of EAP and Its	
	Expanding Scope	2
	1.3 Key Factors Precipitating the Emergence of EAP	5
	1.3.1 Political, economic and social factors	6
	1.3.2 Educational factors	8
	1.3.3 Factors influencing EAP's sustainability	9
	1.4 EAP as a Branch on the ELT Tree: Similarities and	
	Differences	10
	1.5 The Historical Development of EAP in UK Higher	
	Education	14
	1.5.1 The role of SELMOUS/BALEAP	15
	1.5.2 The role of JEAP	18
	Chapter Summary	19
	Points for Further Discussion and Critical Reflection	19
	Note	20
2	Core Issues and Debates 1960–1999	21
	Introduction	21
	2.1 The 1960s–1970s	21
	2.1.1 Register analysis	21
	2.1.2 Rhetorical analysis/discourse analysis	22
	2.1.3 Needs analysis	23
	2.1.4 Authenticity	25
	2.2 The 1980s–1990s	26
	2.2.1 The question of specialised content knowledge	26
	2.2.2 Materials writing, textbooks and programme	
	descriptions	28

	2.2.3 Teacher training	30
	2.2.4 Skills-based learning and study skills	31
	2.2.5 Learning-centred approaches	32
	2.2.6 Wide-angle and narrow-angle	
	approaches to EAP	34
	2.2.7 Content-based instruction and team-teaching	37
	2.2.8 Genre analysis	38
	2.2.9 English as Tyrannosaurus rex	40
	2.2.10 Accommodationist EAP and critical EAP	41
	Chapter Summary	43
	Points for Further Discussion and Critical Reflection	43
3	Core Issues and Debates 2000–2024	45
	Introduction	45
	3.1 EAP in Modern Times, 2000–2024	45
	3.1.1 Critical thinking	45
	3.1.2 Plagiarism and academic misconduct	48
	3.1.3 Contrastive/intercultural rhetoric	50
	3.1.4 Academic lexis and the Academic	
	Word List (AWL)	51
	3.1.5 Academic literacies	52
	3.1.6 EAP practitioners, teacher education and	
	professional development	53
	3.1.7 Privatisation of EAP	54
	3.1.8 Communities of practice	54
	3.1.9 New directions in needs analysis	55
	3.1.10 The continued importance of genre	56
	3.1.11 English Medium of Instruction (EMI)	57
	3.1.12 Uses of technology	59
	3.1.13 The widening scope of EAP	60
	3.2 Drawing Everything Together	62
	Chapter Summary	63
	Points for Further Discussion and Critical Reflection	64
4	The EAP Practitioner	65
	Introduction	65
	4.1 What's in a Name?	65
	4.2 Routes into Teaching EAP	69
	4.3 Making the Transition to EAP	71
	4.4 The Role of Qualifications in EAP	75
	4.5 Communities of Practice in EAP	79
	Chapter Summary	82
	Points for Further Discussion and Critical Reflection	82
	Notes	82
5	Approaches to EAP Pedagogy	84
	Introduction	84

	5.1 The Practitioner Knowledge Base and Competencies	
	For EAP	84
	5.2 Approaches to EAP Delivery	91
	5.3 Who are EAP Learners?	98
	5.3.1 Pre-service EAP learners	99
	5.3.2 In-service EAP learners	101
	5.3.3 Differences between pre-service and	102
	in-service EAP learners	102
	Chapter Summary Points for Further Discussion and Critical Reflection	103 103
	Note	103
6	EAP Materials and EAP Assessment	105
0	Introduction	105
	6.1 EAP Materials	105
	6.1.1 What do we want EAP materials for?	107
	6.1.2 Contemporary approaches to	
	EAP materials creation	109
	6.2 EAP Assessment	112
	6.2.1 Assessment as proficiency, placement or	
	achievement?	112
	6.2.2 Raising awareness of assessment literacy	116
	6.2.3 What IELTS purports to test and what	
	academic English requires	117
	6.2.4 Assessment of EAP teachers	118
	Chapter Summary	122
	Points for Further Discussion and Critical Reflection	123
7	The Role and Status of EAP in the Academy	124
	Introduction	124
	7.1 Is EAP an Academic Discipline?	124
	7.1.1 What makes a discipline a discipline?	124
	7.1.2 A respected member of the academic	
	family or just a poor relation?	125
	7.2 Sociological Interpretations of EAP within Higher	4.27
	Education	127
	7.2.1 EAP as an academic tribe	127
	7.2.2 A Bernsteinian analysis of EAP7.2.3 A Bourdieusian analysis of EAP	129 131
	7.3 How Might EAP's Academic Status Be Improved?	
	Chapter Summary	138 141
	Points for Further Discussion and Critical Reflection	142
	Note	142
		174
8	Strengths, Weaknesses, Opportunities and Threats: Is	
	EAP Facing a Bright or an Uncertain Future?	143
	Introduction	143

viii English for Academic Purposes

8.1 Are	There Any Lessons to Be Learned from History?	143
8.2 Stre	ngths	144
8.3 Wea	iknesses	145
8.4 Opp	portunities	150
8.5 Th	eats	153
8.5.	1 Neoliberalist attitudes to Higher Education	154
8.5.	2 Private EAP providers: The ever-circling	
	wolf pack?	155
8.5.	3 Global economic and sociocultural changes	156
8.5.	4 A shrinking pool of qualified and experienced	
	practitioners?	157
8.5.	5 Global changes to the status of English	158
8.5.	6 New developments in artificial intelligence	159
8.6 Wh	at Does the Future Hold for EAP?	160
Chapter	Summary	161
Points fo	or Further Discussion and Critical Reflection	161
References		
Author Index		
Subject Index		