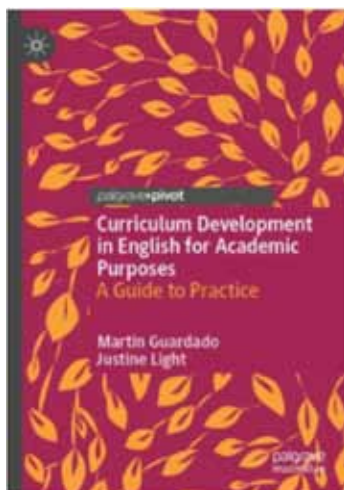


Curriculum Development in English for Academic Purposes: A Guide to Practice. Martin Guardado and Justine Light (2020). Palgrave, Cham, 134 pages, ISBN: 978-3-030-47467-6.

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To facilitate learners' development of skills needed to study in English-medium academic settings, English for Academic Purposes (EAP) came into being as an important area of English language teaching (Charles & Pecorari, 2016). Due to the rich diversity involved in EAP contexts, EAP practice encounters unique challenges. To address these challenges, curriculum design tailored to EAP is a necessity. The volume provides a timely contribution to this specific field.

Organized into six chapters, this volume offers a five-step practical guide to the development of EAP curriculum. To prepare readers for the development process, it begins with an introduction of EAP, curriculum design models and principles for general language teaching (i.e., backward design, Task-based language teaching) and for EAP, as well as an overview of the content of the book (in Chapter 1). The rest of the volume is devoted to the illustration of the five-step EAP curriculum development that can be divided into three stages as follows.

In Stage 1, two aspects of preparatory work needs to be done. Theoretically, it is necessary to establish the philosophies of teaching and learning for the EAP program (in Chapter 2). The learning paradigm is proposed, which “emphasizes the learner’s needs and strengths, rather than instruction (content, methods), and aims to foster learning environments that help learners to successfully achieve their goals.” (p. 19). It requires the shift from a focus on instruction to learning, on the quality of entering students to those exiting, and

the corresponding examination of learning structures and learning principles. Practically, to shape the development of learning goals and grasp any potential challenges in the future curriculum implementation, Chapter 3 demonstrates a comprehensive scan of the specific context in which the EAP program is operated, in terms of expectations of external (e.g., academic receiving facilities) and internal stakeholders (e.g., EAP teachers, student advisors), EAP learner needs, and pedagogical priorities and principles.

Built on Stage 1, Stage 2 witnesses the design of a curriculum plan and its implementation. In Chapter 4, an outcomes-based approach to EAP curriculum plan is outlined, which includes general learning outcomes, performance conditions, specific learning outcomes, performance indicators, and sample tasks. With a focus on how to implement the plan, Chapter 5 suggests five activities undertaken for a smooth curriculum launch—communication with all the stakeholders, teacher orientation, planning for appropriate resources and supports for teachers, administrative staff orientation, and informing students. Besides, special attention should be paid to the timing and piloting of the implementation.

The implementation of the curriculum plan does not mark the end of the development process. To inform the ongoing improvement to the EAP program, there is Stage 3 with ongoing monitoring of the curriculum implemented over a much longer time frame, which highlights the cyclical nature of the process. Thus, a model of curriculum evaluation is presented in Chapter 6, which explores issues regarding when to evaluate, how to evaluate (i.e., direct and indirect measures of the curriculum impact), and who to consult in evaluation (e.g., students, teachers, program administrators).

Overall, theory-grounded, this volume presents a learner-centered and outcomes-based guide to EAP curriculum development that involves preparation, planning, implementation and evaluation. Moreover, to make the guide easy-to-follow, each step is illustrated with examples drawn from the authors' experiences in EAP curriculum development and program management, and questions are posed to stimulate readers' reflection on the application of the steps to their particular contexts. Meanwhile, if there is a second edition of the volume, curriculum development in English for Specific Academic Purposes (ESAP) could be further addressed. As such, this volume will appeal to EAP practitioners, researchers, administrators, and graduate students.

REFERENCES

Charles, M., & Pecorari, D. (2016). *Introducing English for academic purposes*. Routledge.