



## BOOK REVIEW

<b>Title:</b>	Power and Meaning Making in an EAP Classroom: Engaging with the Everyday
<b>Series:</b>	Critical Language and Literacy Studies
<b>Author:</b>	Christian W. Chun
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The book “Power and Meaning Making in an EAP Classroom: Engaging with the Everyday” is a good book deserving to be on a reading list for those who are interested in the research areas of English for academic purposes and critical language education. The book addresses current problems in classrooms that English teachers are confronting on an everyday basis. It was originally developed from Chun’s dissertation that was grounded in an action-research study conducted in a Canadian postsecondary English for Academic Purposes (EAP) classroom where the author/the research collaborated with the EAP instructor to enhance students’ negotiation and critical literacy skills. Through the critical ethnographic study, in this book Chun addresses a variety of topics including globalization, neoliberalism, and social/racial/cultural identity. The author also covers other issues, namely consumer culture, multiculturalism, power, subjectivity, reflexivity, agency, student engagement, language learning and teaching, as well as teachers’ professional development. This is an exemplary study of an EAP classroom which the author chose to study that might echo the reality of other locations with the similar phenomenon.

Agency, meaning-making between learners and teachers in the classroom, and power are considered the pivotal expected learning outcomes in language classrooms. As the theme “power and meaning making” suggests in the book’s title, Chun critically provides a reflexive and refreshing account of the power of the meanings in language classrooms, what it means to be an EAP teacher, and what language teachers especially English teachers do in classrooms to promote agency, power and multiple meanings. Being able to understand the trajectory of classroom meaning--the heart of critical approach pedagogy--would allow teachers and educators to better meet students’ needs.

The focus of this book is on the practicality of critical approach in language education. The book is mainly aimed to provide insights regarding the implementation of critical literacy in a classroom. It attempts to fill a gap in literature review in implementing critical literacy in EAP classroom. Through an in-depth analysis of classroom intervention, the book shows how critical pedagogies can not only help empower students in learning and teaching language but

it also enhances critical literacy skills through the critical meaning-making process. In particular, Chun invites her reader into the site to see how the participating EAP instructor incorporated functional grammar lessons along with the critical literacy approach into her class. Through this guided construct and by revisiting classroom practices from different lenses, Chun shows the readers how students gradually learned to develop their meaning-making process through the active and relevant learning engagement.

This book is organized into eight, interconnected chapters. The book is well written with an engaging and thoughtful style. As previously mentioned, Chun captures the readers' interest by taking them to explore the current EAP study in a real example of classroom setting. Chapter 1 provides the background information, researcher's position and the rationale behind the research study. It describes the thesis of the book and situates the reader within the background context of the one-year ethnographic research collaboration between the author/researcher and an EAP teacher, the pseudonymous Emilia. Chun invites the reader to understand the relationship between the academic researcher and the teacher vis-à-vis the relationship between theory and practice.

Chapter 2 explores the concept of space in a classroom under "discourse in place" through a number of topics related to classroom realities, for instance, class rules and chronically late and disruptive students. In this chapter, the author takes the readers to visit classroom practices, curriculum, and materials. Chun presents the physical space of the EAP classroom by including classroom pictures and its atmosphere including taking the readers to explore the class rules. Through transcripts of actual teacher-student dialogues, this chapter helps the readers to get a sense of the classroom discourse and dynamic characteristic of the class.

Chapter 3 discusses the core issue of the book via an analysis of a Reading Subject Position event as sociocultural interactions in the EAP class took place in the spring term. The detailed classroom recordings, dialogues, and academic English discourse drawn over the course of the term help readers understand the participating teacher's teaching practices. Later, the classroom description goes beyond the physical setting to help the readers re-conceptualize the class setting in a deeper manner. It connects academic English discourse and its complexity in relation to dynamic student participant learners. Plus, the analysis of the dynamic meaning-oriented approach and performativity with texts allows readers to better understand the rationale of the research of systemic foundational linguistics and functional grammar situated in the local and globalized flows of English language curriculum materials.

Chapters 4 and 5 critically address the evolving classroom practices by an examination of the multimodalities used in an EAP classroom in summer term classes. These chapters highlight and discuss neoliberal globalization discourses in relation to meaning-making and critical literacy by engaging students with YouTube videos.

Chapters 6 and 7 focus on challenges the teacher, Emilia, encountered in the EAP classroom. The chapter describes difficulties the teacher faced when she implemented a critical literacy approach. Specifically, Chapter 6 describes the problem in class when she dealt with the chapter on multiculturalism. In this section, the book describes how the teacher deconstructed



meaning-oriented functional grammar and presents her transformations or reformations in terms of practices after research discussions with Chun. The focus of Chapter 7 specifically is on teaching politics in the EAP classroom. The chapter describes the classroom atmosphere via several online videos, covering the issues of political economy, religion, US foreign policy and democracy.

The last chapter, Chapter 8, brings the book of this ethnographic-oriented research to a close. It describes Emilia's evolving practices under the implementation of the critical literacy pedagogical approach in her class over the course of three terms. This chapter includes Chun's self-reflection on her collaborative project with Emilia and describes how their (author) researcher and (teacher) practitioner relationship developed over time throughout the three academic terms. Over the course of this classroom-based research collaboration, Chun's own reflexive trajectories and her dialogues of the growing relationship with the teacher make the overall book engaging.

In sum, this book undoubtedly fits into the critical language paradigm. It contributes significantly to the research in the area of critical approach/pedagogy in English language education. Most importantly, the book has a timely and important contribution to the area of English for Academic Purposes. This book is highly recommended to be used at a graduate level, for example, to EAP practitioners, EAP language educators, professionals and graduate students at postgraduate level and those involved in EAP teaching and researching and are confronting dilemmas of neoliberal higher education. It will also attract ethnographic researchers and practitioners because the book can well-connect theoretical frameworks and classroom interactional data, multimodal and critical discourse analysis.

This book can also be used as a guidance for practicing teachers to conduct classroom research. With the critical approach, this book should be widely read because it addresses an acute and current linguistic issue which we language teachers should seriously take into consideration. This book invites critical language educators to revisit an EAP classroom with a critical lens. Chun has done a wonderful job in challenging us to revisit our classroom and realize a meaningful connection of theory and practice in EAP. The book helps echo the daily classroom reality and provide insights about critical literacy and pedagogical issues in teaching English as an international language.

#### THE REVIEWER

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