
Call for Book Chapters

Title: EAP and growing interdisciplinary research: discourse, literacy and pedagogy

https://www.researchgate.net/publication/340582891_Title_EAP_and_growing_interdisciplinary_research_discourse_literacy_and_pedagogy_Background

Background

As an important approach to language education, EAP is built on identifying the specific language features, discourse practices, and communicative skills of target academic groups (Hyland, 2006; 2018), while recognizing the subject-matter needs and expertise of learners. It also sees itself as sensitive to contexts of discourse and disciplines, and seeks to develop research-based pedagogies to assist study, research or publication in English (Dong & Lu, 2020; Hyland, 2004; Jiang, 2019; Swales, 2004). However, it has now become increasingly difficult to pin down an exact definition of disciplines, especially in today's scientific world which privileges an interdisciplinary solution to problems (Trowler, Saunders & Bamber, 2012).

Pharo et al. (2012) broadly defined interdisciplinarity as "...the integration of disciplinary perspectives to produce insights that are more than the summing of disciplinary knowledge" (p. 498). Previous studies also suggest that interdisciplinarity involves more than the development of a different form of research engagement, but represents a challenge to traditional ways of discursive practice, learning styles and even instructional ideology (Choi & Richards, 2017). Unfortunately, however, this change, or growing trend, has been overlooked by much EAP literature, as evidenced by the burgeoning research available on traditional (or pure) disciplines, such as history, sociology, engineering, and economics (Dong & Buckingham, 2018; Jiang & Hyland, 2017; Lancaster, 2016; Liu, 2012; Shaw, 2003). In the context of ongoing trend towards interdisciplinarity in degree programmes (e.g., bioinformatics, computational linguistics, psycholinguistics, evolutionary finance, global studies, and security studies), academics need the awareness and skills to operate in interdisciplinary contexts in light of the increasing popularity of such degree programmes among students. (Klein, & Newell, 1997; Repko, & Szostak, 2020).

Not only do the discursive features of this emerging academic interdisciplinarity remain under-investigated, but the literacy practices and instructional modes of these emerging interdisciplinary studies also await systematic exploration. This volume seeks to remedy this lack of attention to interdisciplinarity in the field of EAP by addressing the implications that academic interdisciplinarity has for research and pedagogy. We also aim to present a coherent, research supported argument for the influence of interdisciplinary research and methods on the way we talk about the world, develop our careers, and teach our students. The volume will also shed light on interdisciplinary communication practices, and how academic writing practices are responding to changes in the broader social, institutional and political contexts of academia.

This volume welcomes theoretical, conceptual and empirical papers in the following areas. (The list is by no means exhaustive and different topics would be welcomed.)

- Linguistic features and rhetorical resources used in interdisciplinary research writing such as (but not limited to): formulaic language, authorial stance, reader engagement, metadiscourse or rhetorical moves.
- Empirical investigations into academic literacy practices in interdisciplinary teaching and research
- Classroom instruction
- Curriculum design
- Genre-based instruction in interdisciplinarity EAP/ESP
- Publishing in interdisciplinary journals

Submission Requirements

Please submit abstracts of no more than 500 words (not including the list of works cited in the abstract), together with a short biographic statement for each author (max. 150 words), to kevinjiang@jlu.edu.cn, jdon104@aucklanduni.ac.nz, or l.buckingham@auckland.ac.nz.

Timeline

- Abstract and CV submission: 15 June 2020
- Selection of abstracts & notification to successful contributors: 30 June 2020
- Full chapter submission: 30 December 2020
- Revised chapter submission: 20 March 2021
- Publication: Summer 2021

References

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