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About the Journal

The EnglishUSA Journal focuses on theory and practice in the field of teaching English as a second/foreign language and serves as a medium for sharing best practices, addressing current issues and presenting research. Submissions will be received by the EnglishUSA Professional Development Activities Committee (PDAC), evaluated by peer-reviewers and published in an online journal to be shared with the EnglishUSA members and the wider ESL/EFL community. The EnglishUSA Journal is created for readers interested in English language teaching, administration and leadership at the post-secondary level. The journal is published twice/annually and features practical and theoretical content primarily focused on programs that serve language learners in proprietary programs or university-governed institutions. Featured articles support EnglishUSA's interest to represent, support and be the recognized voice of English language programs, emphasizing engagement, integrity, excellence and collaboration.

Call for Submissions

EnglishUSA is accepting submissions for the 2021 Fall Issue of the EnglishUSA Journal in the following categories:

- In the Classroom articles provide a space for instructors, trainers, administrators and managers to share practical ideas, resources and tools to use in the classroom. The objective of this section is to share best practices, encourage peer collaboration and inspire creativity.
- Reports and Reviews offer summaries of relevant events, conferences or resources in the English language teaching field. The objective is to update the EnglishUSA community with reports on useful topics recently presented at events and conferences in the USA and overseas. This section also offers professional reviews on English language related publications to help inform readers, which would be useful for their own programs.
- Journal Articles feature research, analysis and studies on teaching, learning and administration in the field of ESL/EFL. Content is relevant for instructors and administrators of the English language and focuses on language acquisition and learning, aspects of the English language, applied linguistics in addition to issues related to program administration.

For more info about the journal and submission guidelines:

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IN THIS ISSUE

1 EDITORIAL
Engin Ayvaz

2 ADVOCACY CORNER
Mackenzie Kerby

3 INTENSIVE ENGLISH PROGRAM ADMINISTRATORS'
PERCEPTIONS OF A VIRTUAL COMMUNITY OF PRACTICE
Nell Rose Hill

9 A BOOK REVIEW ON THE KEY ISSUES IN ENGLISH FOR
SPECIFIC PURPOSES AT HIGHER EDUCATION LEVEL
Hilal Peker, Özkan Akkaya

13 ENGLISHUSA BOOK CLUB
Caroline Gear, Cheryl Delk-Le Good, Lisa Kraft, Jennifer Phillips



any guide, the English as a Second/Foreign Language field will reinvent, recover and revive.

In this issue of the journal, you will find articles focusing on the current state of the field mentioned above. In her Advocacy Corner, Mackenzie Kerby provides guidance on ways and means to continue to fight for our students, our teachers, our staff and our institutions in such challenging times. In her article, Nell Rose Hill discusses her findings on Virtual Communities of Practice (VCoPs) and how IEP administrators can benefit from them. Hilal Peker and Özkan Akkaya offer readers a thorough book review on the Key Issues in English for Specific Purposes at Higher Education Level. Lastly, Caroline Gear, Cheryl Delk-le Good, Lisa Kraft and Jennifer Phillips write about the EnglishUSA Book Club, which emerged during the pandemic as a platform to connect beyond the work sphere.

It is with distinct pleasure that I present to you the 2021 Spring Issue of the EnglishUSA Journal featuring four articles on several aspects of the profession and the organization. The fourth issue of the journal is the outcome of the hard work and dedication of many people including the authors, the Professional Development Activities Committee (PDAC) and the EnglishUSA Central Office. We are happy to see that the reach of the journal is expanding with each issue being viewed by thousands of readers.

If the contents and format of the EnglishUSA Journal are of interest to you, the PDAC invites you to contribute to the journal as authors, reviewers for the upcoming issues or any other ways that you may find feasible. Please feel free to reach out to the Executive Director or Board Members to learn about other ways to engage with the EnglishUSA and serve the profession.

In the past 15 months, the field of international education faced unprecedented challenges. What started as uncertainty and panic quickly evolved into an existential crisis not because of the unpreparedness of the profession, but rather due to the scale and velocity of the global pandemic. This trauma caused some irreparable damage to many programs but equally, and importantly, transformed the entire profession for many years to come. We all have received some -unofficial- sobering information on international student numbers in the past year, but the forthcoming IIE Open Doors data will probably provide a more accurate picture. Now with the availability of vaccines and plans for more programs reopening, we are focusing on damage assessment and preparing for the recovery. Once again, we are witnessing the perseverance and resilience of our field adopting to the new realm, finding creative ways to continue to serve students and supporting each other in doing so. If history is

On behalf of the PDAC, I would like to thank you for being part of the EnglishUSA community by contributing to, reading, sharing and posting this journal.

Happy reading!

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Advocacy Corner

by Mackenzie Kerby

As we settle into one year since the pandemic rocked our academic worlds, many of us have become used to the mixed emotions that come with planning for the future. Whether you are weary, worried, burdened, optimistic, hopeful, excited or a combination of all and more, there are still many things to consider as we plan our summer and fall terms. With all of this taking up major mental real estate, advocacy can easily slip our minds. After all, with a new Presidential administration and vaccination rates increasing, things can only go up from here, right?

While this may be true, it remains just as important now more than ever to hold fast to consistent advocacy and to raise our voices in unison to fight for our students, our teachers, our staff and our institutions. Here are a few topics of consideration that we urge you to discuss with your congress people:

1. Safe Reopening of Consulates and Embassies: Many consulates and embassies around the world are still operating in emergency mode and taking appointments for emergencies only. While the Department of State has mentioned that student visas can qualify for an emergency appointment, it is widely known that many students are unable to secure these appointments. Safely reopening the consulates and embassies in countries will help to ease the burden off the students and assure new students are able to enter the United States to pursue their English language studies. To check

the visa appointment wait times that affect your students, see [here](#).

2. Duration of Status: While we have not heard anything new regarding the potential change to duration of status, it is still important to address this issue with your senators and representatives. Duration of status is a vital pillar to the international education world that allows for flexibility in student study plans. EnglishUSA has a template letter [here](#) that can easily be adapted for your conversations.

3. Value of International Students: Sharing with your congress people the value that your international students bring to your state and district is always vitally important. Whether it's sharing student stories, stories about mutual cultural transformation, or numbers about the economic impact, these make a difference in how your congress people view our sector of the international education sphere. Urging your representative or senator to make a public statement or tweet in support of international students and education can go a long way in changing the conversation.

As always, we at EnglishUSA appreciate your support of your students and programs and the advocacy work that you do on behalf of them. We want to hear from you about your experiences. Please share with us in EnglishUSA's [Engage](#) forum.

Mackenzie Kerby is the Director of Global higher Education Recruitment for ELS Language Centers. Prior to this, she taught English at all levels: IEPs, high school, and university. She has presented at EnglishUSA PDC, TESOL, and is published in The Year's Work in English. Ms. Kerby's interest lies in advocacy for international education.



of coding and identifying themes and patterns” (Hsieh & Shannon, 2005, p. 1279). In this context, I am a participant-observer as a director of an Intensive English Program who turned to VCoPs for information in the early stages of my tenure in the leadership position.

Research Questions

Members of the community were surveyed and interviewed to determine member perceptions of the value of the VCoP as a resource for Intensive English Program administrators as they seek to improve their respective Intensive English Programs as well as find answers to their day-to-day questions about Intensive English Program practices and procedures. The following overarching research questions were determined.

1. How do members of a VCoP associated with Intensive English Program administration perceive their participation within the VCoP?
2. How do members of a VCoP associated with Intensive English Program administration perceive their utilization of the information within the VCoP?

Participants

The virtual community of practice under study consisted primarily of leaders of Intensive English Programs; therefore, the study focused on a group of people with the same occupation and same interests coming together to discuss common problems. At the time of this study (March to September 2018), the VCoP had 433 memberships. Member institutions are located in the United States, accredited, primarily serving adult students, have administrators, faculty, staff, a curriculum with instructional levels, and student services. The survey was provided to all members through one of the forums in the VCoP and 42 members of the VCoP responded with seven consenting to an interview. All survey and interview participants indicated that their position included leadership responsibilities.

Intensive English Program (IEP) administrators engage in many non-academic related responsibilities including enrollment management, marketing, recruitment, budget creation, and faculty scheduling. For some, especially newer administrators, this can be a daunting task, and the administrator may incur feelings of isolation and frustration in tackling these responsibilities. Virtual communities of practice (VCoPs) related to IEP administration can provide valuable insight for IEP administrators as well as opportunities to create relationships between peers. The objective of this study was to examine a virtual community of practice (Dubé, Bourhis, & Jacob, 2006; Lave & Wenger, 1991; Wenger, 1998) related to IEP administrators and to explore members’ perceptions of their interest, participation, and use of the community.

Method

Study Design

This study was a highly reflexive qualitative content analysis with the researcher as participant-observer. Participants included members of a VCoP associated with Intensive English Programs. Content analysis (Altheide, 1987; Hsieh & Shannon, 2005; Krippendorff, 2004; Richards & Morse, 2012) was an appropriate vehicle for the exploration of VCoP members’ interest, participation and use of a VCoP. Content analysis is the “subjective interpretation of the content of text data through the systematic classification process

Procedure

A *Qualtrics* survey was designed and disseminated to all members of the VCoP. The survey design collected demographic as well as perceptual data of the VCoP. Semi-structured interviews were conducted by phone with volunteer survey participants. The interview responses were recorded and transcribed. Field notes were kept throughout the process, and all data was combined for recursive analysis.

Ethics

Informed consent was obtained from all the individual participants who completed the survey and participated in the interview. Findings from the survey were presented in the aggregate. Some survey questions were open ended responses. Those responses were quoted directly, but the source of the quote remains anonymous. Alphabetical identification codes were used to protect the identities of the interview participants. This study received approval from the researcher’s host Institutional Review Board.

Results

Perception of Participation in the VCoP

Wenger, McDermott, and Snyder (2002) discussed three main participation levels within a VCoP: a *core member* frequently creates posts and responds to posts; an active member occasionally posts or responds to posts; and a *peripheral member* does not post or respond to posts but does read posts. To ascertain member perceptions of their participation within the VCoP, the survey respondents were asked to self-identify their participation within the VCoP based on Wenger, McDermott, and Snyder’s (2002) definitions of participation levels. Survey participants were asked how often they read

information in the forums or on the webpages of the VCoP. The frequency choices ranged from never to very frequently (Table 1). Since all survey participants reported that they read the forums or the webpages of the VCoP at least very rarely, all survey participants are at least peripheral members.

Table 1

Member Reported Perception of Frequency of Reading Within the Website and Forums of the VCoP

Participation	Peripheral member					
	<i>Very frequently</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Very Rarely</i>	<i>Never</i>
Reading	33%	24%	28%	5%	10%	0%

Survey participants were also asked about their participation level within the forums. The survey participants were asked how frequently they posted questions or responses within the forums. As represented in Table 2, only 2% of the survey participants posted to the forums very frequently. Though a few occasionally posted (26%), the largest percentage (31%) of the survey participants reported never posting to a forum. Though all survey participants reported reading the forums or webpages, not all reported posting within the forums. This indicates that 31% of the survey participants identified as peripheral members, 26% identified as active members, and 2% identified as core members.

Table 2

Member Reported Perception of Frequency of Posting or Responding to Posts within the Forums of the VCoP

Participation	Core	Active to core	Active	Peripheral to active	Peripheral	
	<i>Very frequently</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Very Rarely</i>	<i>Never</i>
Posting to forum	2%	10%	26%	17%	14%	31%

The interview participants were also asked about their participation level using the same terminology: peripheral, active, and core. Of the seven interview participants, two self-identified as peripheral members (29%), three as peripheral to active members (43%), one as active to core member (14%), and one as a core member (14%). These results correspond to the

responses within the survey. More members self-identity as peripheral or peripheral to active than any other participation level. This indicates that though members are going to the VCoP to gain information, read questions and responses to questions, watch webinars, and read joint statements provided in the VCoP, less are actively engaging in the VCoP. The barriers to participation vary depending on the member. Hew and Hara (2007a) and Bostancioğlu (2016) discussed some of the barriers that members may have such as lack of time, feelings of inadequacy, lack of interest in topic of discussion, or knowledge hoarding. The interview participants that self-identified as peripheral members were asked what prevented them from posting or responding to posts. Here are some reasons interview participants were reluctant to share information in the forums:

- insecure about knowledge of topic
- have nothing to add to the conversation
- shyness or personality trait that does not lean toward sharing in a public format
- worried about tarnishing their program name
- not enough time
- feeling that the members are not reciprocating enough
- lack of anonymity

Member-to-Member Participation

Several survey and interview questions addressed member perception of their member-to-member interaction, whether virtual or face-to-face. The survey responses indicated that many members have some type of member-to-member interaction (see Table 3). The VCoP provides various forms of member-to-member interactions that will help a member have choices and various opportunities to learn from colleagues and for members to build relationships over time. The interview participants' responses provided a few more specifics into how members interact

with one another (Table 4). In these three sample responses from interview participants, members had face-to-face connections with other members that either were reinforced in the forums within the VCoP after meeting face-to-face or began in the virtual community of practice.

Table 3

Responses to Survey Question

Interaction	%
VCoP face-to-face conferences	37
Forums	28
Messaging members	25
None of these	9
Through other partner organizations	5

Note. Survey question: "How have you interacted with other members of [VCoP]? Check all that apply."

Table 4

Responses to Interview Question

Interaction	n
VCoP face-to-face conferences	2
Messaging members	2
Forums	1
Through VCoP Facebook page	1
Through other partner organizations	1

Note. N = 7. Interview question: "In what ways do you interact with other Virtual Community of Practice members?"

Interview participant A first met another member at a VCoP conference. Then they reconnected through the forums. They began privately emailing one another, and now are working on a project together. This example demonstrates that members can learn together and build relationships (Wenger, McDermott, & Snyder, 2002).

When interview participant B's Intensive English Program was working on accreditation, members from the VCoP through face-to-face and virtual communication assisted the Intensive English Program in this process. The relationship grew as the members worked toward a common goal. This example demonstrates members working on a common goal and showing mutual commitment (Wenger, McDermott, & Snyder, 2002). Other interviewees shared experiences with members of other communities as well.

Interview participant C is part of a local consortium of Intensive English Program administrators. One administrator in the local face-to-face consortium is also a member of the VCoP. Interview participant C states that there is overlap in their professional relationship as they share knowledge and information through both organizations as well as virtually in the forums. These comments from interview participants indicate that some members have developed relationships with other VCoP members over time. This also demonstrates the concepts of boundaries and brokers (Eckert & Wenger, 2005; Nishino, 2012) and how members can belong to more than one VCoP and that members from both organizations can collaborate and share information.

In order to better illustrate the varied member interactions, Figure 1 demonstrates that slightly more than half (53%) of the survey participants interact with other members virtually through the VCoP, while slightly less than half (42%) interact with members in face-to-face settings provided by the VCoP.

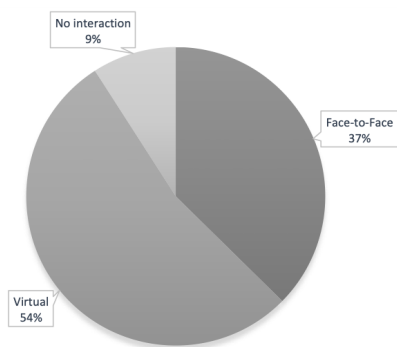


Figure 1. Percentage of face-to-face and virtual member to member interactions within VCoP.

Practical Application

The participants were asked about how their interactions with VCoP members, whether face-to-face or virtual, in the VCoP assisted them in their work responsibilities as an Intensive English Program administrator.

These were open ended questions, and the responses varied. After analyzing the comments, there were five themes that emerged. These were *knowledge sharing*, *professional development*, *identity*, *networking*, and *accessibility*. Each of these categories are important aspects reported in virtual communities of practice. The five themes are represented in Table 5. Each theme is specified with direct quotes from the survey and interview participants. Of the 42 survey participants, two participants indicated that their interactions with VCoP members were only marginally helpful in their day-to-day activities as Intensive English Program administrators, while most of the participants stated several ways that the VCoP aided in their day-to-day activities. The quotes are positive remarks on how the VCoP works for the member, how the member uses the VCoP, how the VCoP provides information on important topics to the Intensive English Program administrator, and how the VCoP is accessible to the members.

Table 5
Utilization of VCoP

Category	Sample quotes from study participants
Knowledge Sharing	<p>"I was able to get valuable information from that knowledge community."</p> <p>"The answers received helped me identify trends in the field and thus take decision on the matters mentioned."</p> <p>"It helps to either find answers to questions others have asked or get answers to my own questions."</p> <p>"When something happens, and you know people can begin to discuss it on the forum and you get to hear other people's perspectives or how they're impacted or engaged with that particular topic."</p>
Professional Development	<p>"I've also found the professional development conference to be extremely useful."</p> <p>"Professional development and even in professional development just expanding your horizons."</p>
Identity	<p>"They make me feel like part of a larger community."</p> <p>"Everyone in this community understands what I do and the questions that I ask. I don't have to give a long explanation prior to seeking information, and, in turn, information and responses are tailored to this field. I don't have to figure out what part 'might' be relevant. It all is."</p>
Networking	<p>"Networking with colleagues and connecting to sponsors or stakeholders."</p> <p>"We're not isolated on an island. There's connections that you can have in that one spot you can hear about how things are impacting these other agencies, or we may get reports from here is a topic that we're talking about."</p>
Accessibility	<p>"I also posted one question to a forum, and quickly got about 20 responses."</p> <p>"I just scroll through these topics and if something is relevant to my day at the moment then I'll click on it read it."</p> <p>"It's been helpful to be able to search the forums for answers to similar issues I may have, as they come up."</p> <p>"It's a way to get some quick answers to some hard problems"</p>

Conclusion

The results of the study demonstrate that most members self-identify as either peripheral or peripheral to active in their participation within the VCoP, and in particular within the forums. The VCoP provides opportunities for members to participate within the VCoP whether virtually or face-to-face. Members utilize private messaging to connect as well. The results showed that there is a complexity to how the members use the VCoP and that the members find the VCoP to be useful even when the member is only reading the information and not engaging in the conversation. The VCoP encourages members to participate in their conferences and to present or volunteer at these conferences. The VCoP also has opportunities for members to meet at other affiliated conferences. These aspects are excellent ways for members to connect and grow as a virtual community of practice.

VCoPs may benefit IEP administrators as they provide opportunities for members to share knowledge, garner information about day-to-day responsibilities, compare experiences and program policies, and provide personal development to the IEP administrator. Participants can choose their participation level and gain knowledge while maintaining anonymity if desired. IEP administrators may feel less isolated and more connected as they continue their professional journey. Though members stated several reasons for not wanting to post within the forums, such as intimidation, time, and knowledge-hoarding, virtual communities of practice benefit when more members post points of view and provide varied examples of experiences and challenges that Intensive English Program administrators face.

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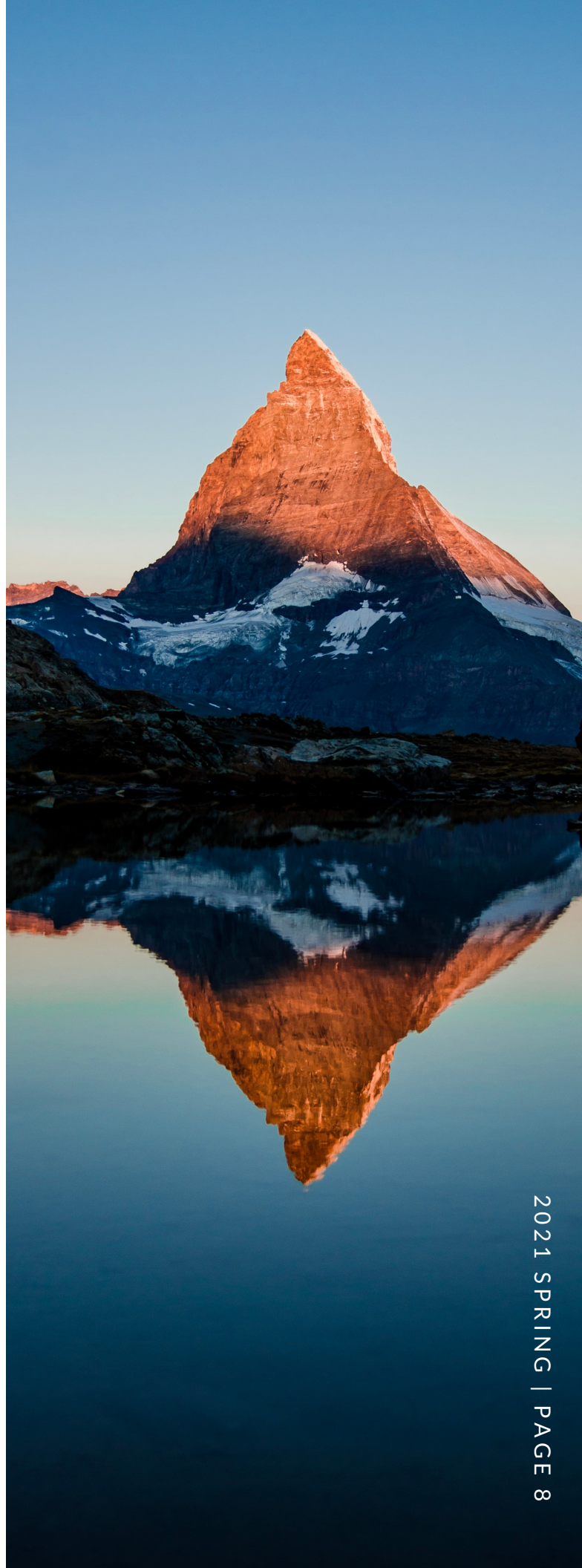
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A Book Review on the Key Issues in English for Specific Purposes at Higher Education Level

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English for Specific Purposes (ESP) is a research area in which the needs of English learners (ELs) are the focal point, especially in the new normal. ESP, as a dynamic discipline, plays a critical and crucial role in improving higher education institutions that provide English-medium instruction (EMI). In such institutions, students should give more importance to ESP classes, as they get closer to graduation and prepare to work in their field of studies, because vocational concepts are also evolving as our worlds are changing. With the new normal, a lot of job markets disappeared while new ones have been created. Thus, this edited volume offers a wide variety of insights by drawing implications from empirical studies, while pinpointing gaps and the lack of opportunities taking place in specific contexts. The authors reflect upon “the evolution of this field from its roots to its current context” as well as how the quality of ESP can be ensured along with the changes in our lives (Kırkgöz & Dikilitaş, 2018, p. 1). To this end, the book is divided into four parts, including *Materials Design and Development in ESP*, *ESP Teacher Development*, *Curricular Issues in ESP*, and *ESP, CLIL, and EMI*.

In the first part, Kırkgöz and Dikilitaş highlight the importance of material design intended for various language skills. The first research study in this part was conducted by Helen Baştürkmen and Bocanegra Valle. The researchers collected qualitative data from experienced ESP teachers regarding the strategies they used for designing ESP materials. This chapter is mainly useful for new ESP teachers and practitioners in terms of

learning new material design strategies and techniques as well as decision-making mechanisms of experienced ESP teachers. Next, Fredricka L. Stoller and Marin S. Robinson’s study focuses on scaffolding ESP instruction. They conduct the study with chemistry students about an approach called *read-and-notice* in developing academic writing skills, and propose innovative teaching materials. They integrate online read-and-notice module into an organic chemistry lab and offer interdisciplinary implications for tertiary-level students. Moreover, a corpus-driven research study by Betsy Quero and Averil Coxhead gives readers insight into medical vocabulary. They propose that integrating vocabulary after a period of corpus analysis into the curriculum is useful for students because their likelihood of coming across such high-frequency lexis is quite high. Their medical word list they provide at the end of the chapter is very useful for anyone in medical field. Finally, Hossein Farhady, Kobra Tavassoli, and Fariba Haghighi Irani present one of the most thorough and extensive corpus studies in ESP regarding incorporating grammatical structures in ESP and English for Academic Purposes (EAP) materials. Their corpus included 150 million words focusing on the frequent grammatical structures in EAP and ESP. They found that the recurrent grammatical structures are limited in number and low in variety, drawing our attention to a groundbreaking lesson; that is, emphasis should first be placed on common grammatical structures rather than field specific structures even in ESP.

In the second part, Kırkgöz and Dikilitaş focused on teacher competency in ESP. The first study conducted by Julie Norton focuses on Lesson Study which is a concept brought up by Tsui and Law (2007) referring to “a systematic investigation of classroom pedagogy conducted collectively by a group of teachers rather than by individuals, with the aim of improving the quality of teaching and learning” (p. 1294). Lesson study is similar to

action research because it involves a learning challenge that is decided upon, a collaboratively prepared lesson that is taught by one of the group members and finally observed by the whole group. Norton shows an example of a Lesson Study and provides implications for teachers and professional development units (PDUs). Next, Demet Yaylı and A. Suresh Canagarajah investigate the processes that scholars go through while writing research articles. Their data come from the interviews built on self-reports of non-native Art and Science scholars in Turkey that have taken EAP courses during their higher education. Considering that these scholars were once EAP students, their challenges and strategies while writing a research article shed light on the hidden corners of EAP and ESP; that is, whether current scholars are competent and capable of performing EAP/ESP skills. In the next chapter, Tuula Lehtonen focuses on the conditions helping practitioners to do research and how doing ESP research may help them professionally. She concludes that life-long learning is an indispensable part of teacher development and such a mindset will mitigate the heavy responsibility on PDUs. In the same vein with Julie Norton, Tim Stewart's study proposes interdisciplinary team-teaching through collaborative activities among ESP practitioners, which could open up the academia for ESP practitioners more. He highlights the importance of professionalism and mutual respect in this collaborative project. The last study of this part that was conducted by Enisa Mede, Nergis Koparan and Derin Atay focuses on the perceptions of a large group of scholars consisting of teachers, students, and graduates of Civil Aviation Cabin Services in Turkey. The authors bring a unique aspect to ESP studies through their qualitative study by doing a needs analysis and focusing on participants' challenges and possible solutions in designing aviation ESP curriculum, which could act as a reference for similar programs.

In the third part of the book, the majority of the studies dealt with curricular issues related to ESP in specific contexts such as Japan, Turkey, Lithuania, and Latvia, which offer global implications. In the first chapter, Mustafa Er and Yasemin Kırkgöz portray a distinctive implementation of the ESP curriculum for military education, specifically a curriculum tailored for combat pilots. They evaluate the curriculum in terms of its professional use, technology integration, and the challenges it poses. Next, Naoki Fujimoto-Adamson and John Adamson analyze, in their exploratory study, the transition from EFL to EMI in Japanese tertiary contexts. They bring a unique aspect to ESP curriculum by integrating translanguaging for content clarity and examine the impact of using both Japanese (L1) and English (L2) to scaffold the content by eliminating the demotivating monolingual practices in the classroom. Next, Nemira Mačianskienė and Vilma Bijeikienė illustrate successful ESP practices and active student engagement in ESP activities. This mixed-methods study investigates students' competence towards becoming better learners. From a pedagogical perspective, it recommends a learner-centered approach to ESP due to the importance of student autonomy. Furthermore, Servet Çelik, Anna Stavicka, and Indra Odina claim that the lack of resources and teacher preparedness and low student motivation are the causes of covering little more than basic English skills. Thus, they compare two state universities in Turkey and Latvia. In terms of their socio-political dynamics, ESP practitioners in these two countries exhibited different behaviors. The former puts the blame on the education system, while the latter has more of a constructive attitude towards the problems and challenges. Last, in their mixed-methods study, Adem Soruç, Asiye Dinler, and Carol Griffiths investigate the strategies EMI students use in order to understand their lecture(r)s and focus on listening as a micro

ESP skill. They claim that the results differ across different genders, contexts, classes, and majors.

The final part of this edited volume focuses on ESP, CLIL, and EMI. The first research study conducted by John O'Dwyer and Hilal Handan Athi explores and critiques the curriculum and standards in contexts where students are placed in the EMI programs only through a nationwide exam that does not have English component at all. By taking such contexts into consideration, in their review article, the authors first raise questions regarding the challenges and then offer sustainable solutions mainly related to teacher training. In the next chapter, Isabel Alonso-Belmonte and María Fernández-Agüero report their empirical findings regarding the widespread application of CLIL at bilingual primary schools rather than tertiary level. Their findings highlight the most common uses of CLIL such as its use for activating schemata for a reading text and for working on bottom up thinking skills. The implications are provided for best CLIL practices and ESP teacher training. Then, in Julie Dearden's chapter, the shift from L1 instruction to L2 instruction within EMI contexts is explored, and she claims that language instructors should not be held responsible for students' language proficiency because they cannot be expected to be trained in all other academic subject areas. Thus, she proposes *collaboration* as a key aspect to improve the implementation of EMI. Finally, Donald F. Staub proposes that EMI universities be subjected to an accreditation program because such programs provide useful and reliable framework for solid evaluation.

This edited book by Kırkgöz and Dikilitaş presents comprehensive theoretical frameworks and practical ESP guidelines with reference to teacher competence and performance, curriculum design, pedagogical perspectives, and students' needs in different

contexts through the collection of many recent empirical and review articles. Thus, this book could be used as a manual at EMI universities that have developing ESP/EAP programs. It could also be used as a textbook for graduate level programs that focus on curriculum and instruction as well as teacher education because instruments and all the details of the empirical studies are provided at the end of each chapter. In addition, the visual features of the book such as graphic organizers, tables, figures, and photos as well as the table of contents make it more reader friendly. Also, each chapter in the book is linked to their online versions, and readers can easily access them. However, there are several suggestions that could be offered. One suggestion for future editions of this volume could be adding a section at the end of each part that has guiding questions for graduate level students so that they can design their ESP studies. There are several chapters that focus on primary schools even though the title of the book refers to Higher Education. Thus, these chapters could be improved a little more by adding implications for higher education. Furthermore, abbreviations of the terminologies used in the book could be provided at the very beginning of the book to make it more reader friendly, and the biographies and contact details of the authors could be added to the end of the book to let graduate level students reach them. Overall, this edited volume is a great reference source for ESP and EMI focused scholars, teachers, practitioners, and teacher trainers.

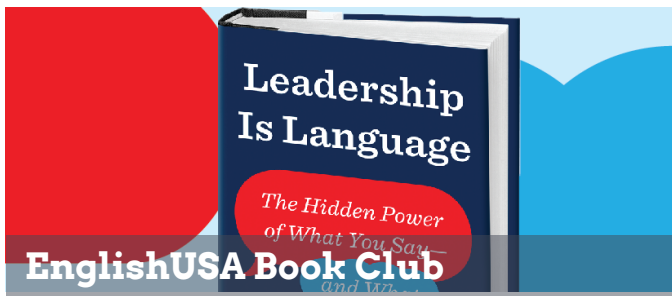
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**Caroline Gear, Executive Director
International Language Institute of
Massachusetts**

At the end of Stakeholders 2020, it was hard to press the Zoom leave button. I love the sense of community that EnglishUSA created through the conference. We are all dealing with so many unknowns, and those hours together were reassuring—especially the discussions in breakout sessions with peers who are struggling with many uncertainties.

A participant in one of the breakout rooms brought up the idea of a Book Club, and soon we were filling out a survey and making suggestions on what to read. The survey resulted in 12 books for a vote. *Leadership Is Language: The Hidden Power of What you Say – and What you Don't* was the winner. Our first meeting was set for February 24. All we needed was to make time to read.

Yes, the book lived on my nightstand for a good part of January. I would start reading a few pages before I fell asleep with it open on my chest. I realized that I needed to take this seriously if I wanted to be an active participant in the Book Club. With pen in hand, I started reading again, and the words began to speak directly to me. My copy is now filled with underlined passages and notes.

Author David Marquet uses a powerful example to prove the point that the words you use have an impact on the people you lead. A cargo ship, the SS El Faro, headed on a routine

trip between Jacksonville, FL and Puerto Rico, goes down in a hurricane with 33 crew members on board. Marquet presents specific passages from 25 hours of conversations that took place on the bridge of the ship to analyze the language used by the team in making what turned out to be life and death decisions. He clearly delineated how the ship's disastrous outcome might have changed under a leadership style employing different, more effective language.

As the author posits, "Ultimately, the purpose of learning and innovations is behavior change. If there is no intention of doing anything differently in the future, you can save yourself the mental heavy lifting of learning something new." At the International Language Institute of Massachusetts, we are always pushing our students to take risks with their language. We modeled that desired behavior when the pandemic hit, and our teachers took the big risk of embracing online teaching. Waiting for everything to go back to normal was NOT an option. For my part, I was open to new ways of improving my leadership while we examined how to improve the school and avert a disastrous outcome.

As I closed the book a few days before the first book club meeting, three key points resonated with me.

1. View variability as an ally, not as an enemy.
2. Focus on the journey and not the destination, remembering to pause and celebrate.
3. Good leadership continually reflects the language you use.

So, variability. My vision of leadership has always been a flock of geese moving together in the same direction. Now I'm taking a closer look at that V-shape to include the willingness of others to take turns in heading up the flock as we move forward. Increasingly, my leadership role is to create an environment in which folks feel safe to take the lead with a new

idea. As Marquet writes, “The point is that we do not want a ‘harmonious conversation.’ What we want is an accurate picture of reality. Dissent creates a sense of excitement and energy – a leaning forward, a rubbing-the-hands-together feeling of ‘this could be the start of something interesting and new.’”

To the point, I didn’t always have harmonious conversations with a particular staff member. I wasn’t appreciating their difference of opinion and often shot down their ideas rather than listening to what they had to say. As a leader, I wasn’t creating a safe workplace for this staff member. But I am learning to listen better, and our relationship is improving. In fact, I recognize they have good ideas that have helped improve the school. (Recently I came across Kate Murphy’s, *You’re Not Listening. What You’re Missing and Why It Matters*. This book is most definitely a good companion to *Leadership is Language*.)

And there’s looking at the journey rather than the destination. I always look at goal setting as a staircase with steps leading to a goal at the top. Marquet also uses the staircase visual. For him, it’s a journey divided into Redwork (doing) and Bluework (thinking). You’ll find more details about Redwork and Bluework in the link at the end of this article. Importantly, his staircase is not only about full steam ahead. It’s also about taking a pause to celebrate the work and to reevaluate where the project is going, creating a culture of collaboration rather than coercion along the way: “If we collaborate effectively, the result is commitment. If we coerce, the result is compliance.”

Finally, throughout the book there are examples of different ways to change your language to flatten the power gradient and enhance participation. This includes taking out judgment language and replacing it with observation language. Appreciate don’t evaluate. As Marquet reminds us, “Leadership

is about making the lives of others easier, not blaming them. Leadership is about the hard work of taking responsibility for how our actions and words affect the lives of others.” Changing one’s language doesn’t happen overnight, especially when you have been thinking and saying the same things over and over for years. Early in the pandemic, a speaker on a webinar reminded the participants that if you continue to do the same thing, you’ll always get the same result.

Reading *Leadership is Language* as part of the EnglishUSA book club has allowed me to look at my leadership, language and specific vocabulary in a new light as well as hear from other leaders in our field and how this book holds lessons for everyone. Therefore, when asked to write about our book club for the EnglishUSA Journal, it seemed that my voice shouldn’t be the only one in this article. Below you’ll hear from Jennifer Phillips, Lisa Kraft and Cheryl Delk-Le Good on how reading *Leadership is Language* impacted them. And if you click on this [link](#), you’ll also have access to a *Leadership is Language* One-Pager Resource that we used during the book club meetings. This group is open to new members, so please consider joining us!

**Jennifer Phillips, Director
Wisconsin ESL Institute (WESLI)**

I have so enjoyed reading *Leadership is Language* and have even more so enjoyed discussing the book during the EnglishUSA book club. What has struck me most about the book so far (fair warning, I have not yet finished the book) and our related discussions, is the concept of what Marquet describes as *Red work* (doing) vs. *Blue work* (thinking) and how that relates to the work that we do. By default of our industry, I believe we as educators are quite good at placing value in Blue work. However, when it comes to program administration, I feel that it is often difficult to find the time or space for this type

of creative thinking and decision making. The discussion on how stress significantly impedes Blue work is timely in light of the past year and how we've dealt with COVID-19, border closures, etc. This book has been a good reminder of the importance of taking time to pause, reflect and think of the multitude of possibilities we do have, rather than focusing on the current restrictions we must operate within. We must dedicate space in our schedules to reflect, be creative and build the capacity to be agile. Although finding the time can be difficult, or even impossible feeling, I have found that it has given me an increased sense of control over our current situation, which is incredibly motivating. And the ability to discuss these thoughts and hear from others in the book club has been invaluable and fun!

**Lisa Kraft, Director of Academics and International Special Programs
English Language Institute, Pace University**

An EnglishUSA book club... "YES, sign me up!" I've been part of a local friends' book club for many years and have enjoyed the comradery that comes with discussing a text and connecting it to our lives. Combine that with EnglishUSA professional development and you have a winning formula. The EnglishUSA book club has felt more intimate during a time when in-person networking events are not possible, and I've really enjoyed that.


The book *Leadership is Language* has taken all of us to another level when thinking about leadership and decision making especially as data and news that inform our decisions change on a daily basis. We've learned that we need to be nimble and flexible, and that it is ok to change direction at a moment's notice. This philosophy has even spilled into my personal life and how I consider larger life decisions.

I do not need to stay the course because that's what I decided two years ago; I can change direction without losing face or derailing my initial plans. If joining a book club and more professional development are on your wish list, please come and join us.

**Cheryl Delk-Le Good, Executive Director
EnglishUSA**

Being part of the EnglishUSA Book Club during COVID-19 has been one of the most rewarding professional development experiences for me. In addition, as Executive Director of EnglishUSA, it's been so informative for me to hear from members who are coping with the day-to-day operations in their English language programs and the challenges the pandemic has brought us all. The personal examples that are being shared about directing or teaching in a program have resonated with many of the concepts in *Leadership is Language*. One of the main concepts around "Questions" and the seven questioning types to avoid has been most useful and applicable to many of us in the group. The author provides specific examples of how to improve our questions with peers. For the past several months, I've been trying to avoid the "Why" question because even though it is open-ended and allows for an extensive answer, the choice of using "Why" is immediately evaluative. Prompting discussion and responses with "Tell me more" is more objective. We have also experimented with the author's suggestion of taking a Yes/No/Maybe vote *prior* to discussions to allow for honest and gut-reactions to be expressed by the whole group before hitting at individual input.

Join us for the next book club meeting on June 10th at 5:00pm (ET). We'll be discussing Chapter 6.

A group of approximately 15 diverse people of various ages and ethnicities are holding hands in a circle. In the center of the circle is a graphic with a white background and a stylized American flag pattern of stars and stripes. Text is overlaid on this graphic.

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