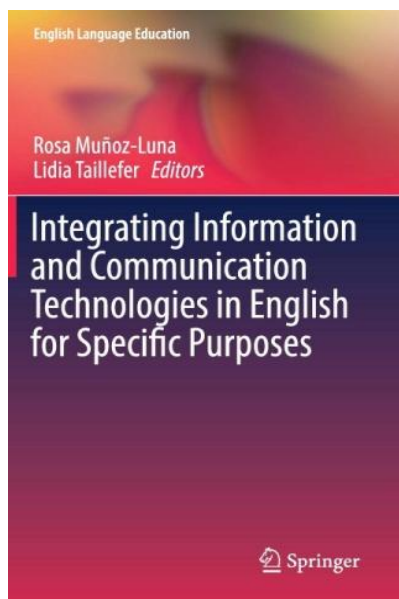


BOOK REVIEW



THE INTERPLAY BETWEEN TECHNOLOGY AND ENGLISH FOR SPECIFIC PURPOSES

Rosa Muñoz-Luna and Lidia Taillefer (Eds.). INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH FOR SPECIFIC PURPOSES (2018), Cham: Springer. 211 pp., ISBN-978-3-319-68925-8 (HBK). ISBN-978-3-319-88683-1 (PBK). ISBN-978-3-319-68926-5 (EBK).

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This volume contributes to the literature on technology and English for Specific Purposes (ESP). As we witness advances in technology, there is a need for an update on how it affects the way we teach and learn languages. This need is even more acute in the field of ESP, defined by its focus on disciplinary language and practices. In a world characterized by the use of technology in all spheres of our lives, and hence in academic and professional settings, it is necessary to examine how technology shapes the teaching and research of professional and academic languages. This book highlights the natural match between information and communication technologies (ICTs) and ESP – as pointed out by the editors in their introduction – on the grounds that ESP teaching is based on thorough processes of needs analysis (NA), which nowadays involves emerging digital competences, goals and tools. As ESP teachers and students have to cope and keep pace with ever-changing needs – which include a growing use of technology not only as an educational tool but also as a means of communication in professional and academic settings – it is always pertinent to welcome new volumes that delve into the relationship between technology and Languages for Specific Purposes (LSP). Thus, *Integrating Information and Communication Technologies in English for*

Specific Purposes is a timely response to a growing interest in the intersection between technology and ESP/LSP, as attested to by volumes such as Arnó Macià, Soler Cervera, and Rueda Ramos (2006), Bárcena, Read, and Arús (2014), or Martín-Monje, Elorza, and García-Riaza (2016).

Aligned with current approaches to ESP and the affordances of technology for language teaching, this book offers a series of case studies that present a wide range of guidelines and reflections for ESP teaching in diverse disciplinary fields and teaching contexts, based on both informed practice and empirical research. As stated in the introduction, the volume intends to “highlight the interdisciplinary nature of ESP courses and to build bridges among them by means of classroom technology innovations” (p. 2). It is precisely this interdisciplinary nature that is reflected in, and adds richness to, the volume through different chapters that bring together a variety of disciplines, such as translation, business, medicine, teacher training, or the technical fields. This variety shows how different technological tools can be used to improve students’ ESP skills in different settings and types of courses.

The volume is rooted both in the canonical definition of ESP by Dudley-Evans and St. John (1998), which sets the ground for providing an overview of ICTs in ESP, and in its classification into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Precisely, Dudley-Evans and St. John’s (1998) definition and classification constitute the rationale for the structure of the book, giving coherence to the three parts that make up the volume, a general overview of technology-based approaches to ESP teaching, followed by two sections on EAP and EOP, respectively. The first part, titled *Pedagogical Principles in English for Specific Purposes*, consists of three chapters that complement one another in covering ample ground in technology-based ESP teaching, from the general guidelines for technology-based ESP teaching presented in Chapter 1 to the variety of ICT tools used in ESP in higher education. Specifically, in the first chapter, Li Li offers a general overview of ICT in ESP that fits in well with the overall structure of the volume. Also starting from Dudley-Evans and St. John’s definition, Chapter 1 discusses the affordances of technology for ESP teaching and presents sound principles for its integration into practice, which are rooted in key concepts such as teacher awareness and roles, learner needs, and authenticity. The chapter discusses several tools, namely web-based materials, wikis, computer-mediated communication (CMC), and especially corpora, with a thorough review of the literature on ESP corpus studies. This discussion, however, goes beyond the particular technologies used, providing an integrative view of technology in ESP teaching. In Chapter 2, technology is approached from the authors’ experience (indicated in the subtitle “Reflections based on practice”) in three different higher education settings in the United States, Spain, and Denmark. In particular, Stroo, Muñoz-Luna, and Jurado-Navas address the challenge of having to deal with heterogeneous classes (a common challenge found across ESP settings). This chapter focuses on the affordances of a range of common technologies in higher

education, from learning management systems to anti-plagiarism software and hand-held devices. Complementarily, in Chapter 3, López-Oziblo reflects on developing university students' autonomous learning through a blended approach, combining online material and appropriate teacher guidance.

The second part, titled *English for Academic Purposes*, covers essential areas in technology-enhanced EAP, presenting a variety of technological applications and language skills. In the first chapter in this section (Chapter 4), Díez-Prados and Cabrejas-Peñuelas examine how a variety of internet tools can aid students throughout the different stages of the writing process while promoting explicit reflection. In Chapter 5, Jurado-Navas examines students' attitudes towards the use of learning management systems, showing that they are not fully exploited as pedagogical tools, especially for their affordances to facilitate social interaction. In Chapter 6, Ramos-García discusses how web-based resources can be used to improve listening skills while encouraging learner autonomy and reflection. Chapter 7 (by Lan Li) focuses on the use of virtual reality, specifically *Second Life*, by enquiring into students' reactions. The results obtained are aligned with previous research (e.g. Peterson, 2010) in that it provides an engaging and motivating environment that encourages participation. Taken together, the chapters in this section show how different technology tools (immersive settings, web-based resources, and learning management systems) can be integrated in varied EAP contexts to develop writing and listening skills. From these chapters, different lessons can be derived for EAP instructors and course designers to engage students in motivating activities that promote language development through a reflective approach.

The third, and final, part of the book, titled *English for Occupational Purposes*, covers the fields of business, health and translation training, reflecting a variety of teaching situations and technological tools. Thus, in Chapter 8, focusing on Business English, Fuertes-Olivera revisits the definition of ESP posed in the introduction to the volume (Dudley-Evans & St. John, 1998), reflects on the heterogeneity of Spanish university students (both in terms of subject-matter knowledge and proficiency level), and posits how web-based dictionaries can be used to adapt to the needs of different types of learners. Also in the Spanish university context, Postigo-Pinazo and Mira-Rueda (Chapter 9) provide detailed guidelines on how to use a virtual learning environment to improve translators' competence in the medicine field and through tasks that promote reflection on specialized texts together with the development of language proficiency. Also based on the definition of ESP presented throughout the volume, Taillefer (Chapter 10) presents the design of a blended Business English course, which uses varied technological tools to promote the different skills needed in business settings. In the last chapter of the volume (Chapter 11), Leone also focuses on translators' professional skills by proposing an online course based on a series of tools that help to give visibility to the translation process while bringing students' performance to high professional standards through tools like style guides, peer

review and the analysis of parallel texts. In sum, the four chapters that make up the third part of the book, on EOP, show how technology can be adapted to different students' profiles to help them to hone their professional and discipline-specific language skills.

Each of the three parts of the volume is preceded by a short introduction written by the editors, briefly outlining the main contributions of each chapter and, at the same time, contextualizing them within the overall structure of the volume. Apart from being helpful to the reader, these introductions add coherence to the volume, reflecting the careful editing done by Rosa Muñoz-Luna and Lidia Taillefer to provide ESP researchers and practitioners with a principled approach to the integration of ICT through a wide range of proposals and teaching contexts. One of the challenges of gathering studies that combine different ESP contexts and technological tools and approaches is to ensure overall coherence, which the editors have achieved by means of a clear, principled structure, reinforced by the editors' introductions to the book and its parts. This coherence is also enhanced by the general overview offered by Li Li in Chapter 1, which serves as an appropriate lead-in to the rest of the volume. The balance between EAP and EOP contexts as well as between research and practice-oriented chapters, together with a clear structure (both between and within chapters), make this volume a valuable addition to the literature on ICT and ESP. Considering the endless applications of technology, and that not all of them can be covered in a single book – for example, the use of social media (e.g. Manca & Ranieri, 2016), or the growing trend towards virtual exchange (e.g. Moustén, Vandepitte, Arnó, & Maylath, 2018) – this volume provides useful reflections on what it means to integrate technology in a sound pedagogical framework. Thus, the integration advocated throughout the book is in line with the views expressed by Garrett (2009) and Zinger, Tate, and Warschauer (2017) that technology is not an addition, and not even the focal point, but rather that its integration must consider all the elements at play, such as pedagogy, participants, uses and skills. The case studies presented in this volume can inspire researchers and practitioners in the field of specialized languages to find out how ESP can be made more engaging and relevant to students of different disciplines through the use of technology.

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