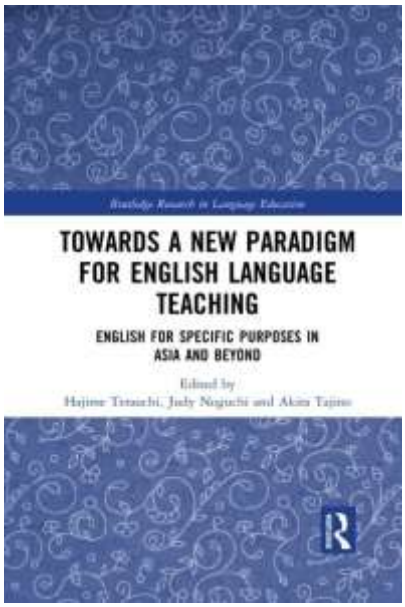
E·S·P·Today
JOURNAL OF ENGLISH FOR SPECIFIC PURPOSES AT TERTIARY LEVEL

BOOK REVIEW



ESP IN ASIA: STATE OF THE ART

Hajime Terauchi, Judy Noguchi and Akira Tajino (Eds.). TOWARDS A NEW PARADIGM FOR ENGLISH LANGUAGE TEACHING. ENGLISH FOR SPECIFIC PURPOSES IN ASIA AND BEYOND (2020), London/New York: Routledge. 246 pp., ISBN: 978-1-138-38934-2 (HBK); 978-1-032-08557-9 (HBK); 978-0-429-42396-3 (EBK).

English for Specific Purposes (ESP) is a language teaching approach that focuses on the essential language, genres, and abilities to address learners' goals and needs in specific situations (Anthony, 2018). ESP has a strong connection with discourse communities (Swales, 1990), a prerequisite for successful communication in specific contexts. It emerged in the 1960s, mainly as a reaction to the growing globalisation of world trade and English as a lingua franca (ELF) (Anthony, 2018; Upton, 2012). Since then, it has held a unique place in developing theoretical and contemporary language teaching practice due to its adherence to language training that attends to learners' particular purposes for learning English (Hyland & Jiang, 2021). One salient trend in ESP research has been its dramatic increase in both ESP research journals (Basturkmen, 2021) and resources (e.g. Kenny, Işık-Taş, & Jian, 2020) from the countries outside the European and American contexts (e.g. Fortanet & Räisänen, 2008; Paltridge & Starfield, 2013). By way of example, Kenny et al. (2020) report on research studies conducted in ESP contexts in eleven different countries such as the United Arab Emirates or Turkey, besides the United States and Germany. Another salient trend is that education and language policies have been changed due to growing technology and global communication, and there is already plenty of research in the field, yet coming only from the European and American contexts. Therefore, there is a felt need for an overview of today's ESP research trends, especially in Asian countries, and this collection, titled *Towards a New Paradigm for*

English Language Teaching: English for Specific Purposes in Asia and Beyond and edited by Hajime Terauchi, Judy Noguchi, and Akira Tajino, aims to fill the gap by focusing on modern ESP theories and practices in Asian contexts.

The editors and book chapter authors have contributed with a high level of expertise in ESP to provide a new perspective on the field. The rationale behind this contribution lies in that not only ESP is a fundamental aspect of ELF, but it can also be applied to English as a native language (ENL). The book consists of eighteen chapters, an introduction, a foreword by Professor Hilary Nesi, and an epilogue by the editors. It is divided into three parts: Part 1 *Key concepts in ESP*, with seven chapters; Part 2 *ESP in East Asia: Overview and examples*, with five chapters; and Part 3 *ESP practice: Suggestions from Japan*, with six chapters.

In the introduction titled *Why this book now?* the editors provide an overview of the ESP field and the relationship between ELF and ENL, based on an investigation of modern ESP theory and practice and by focusing on the East Asian context, where significant changes are taking place in technology, education, and language policies. By identifying this relationship, Hajime Terauchi, Judy Noguchi, and Akira Tajino believe that the ESP pedagogical methods created for ELF scenarios can be used more generally in ENL situations.

Part one *Key concepts in ESP* discusses critical features of ESP based on theories, historical background, and challenging issues. The opening chapter, titled *ELT: Past, present and future* by Judy Noguchi, provides a historical background to a new paradigm in ESP that focuses on the need to communicate worldwide, and the ways in which developments of other teaching approaches can contribute to the field. Also, Noguchi investigates the significant relationship between ESP and ELF and ENL, and stresses the need for technical terminology and writing research articles among ELF scholars and native English speakers so as professional communication skills become part of their discourse community. Chapter 2 *ESP today* by Hajime Terauchi provides a brief overview of the history of ESP by focusing on other concepts related to this field, such as English for Occupational Purposes (EOP), English for Academic Purposes (EAP), and Genre Analysis. The author explores ESP education in Japan and investigates the current ESP practices in that country by using statistical data gathered from the tertiary level context concerning special interest groups, or the test of English for academic purposes used as a university entrance examination in Japan, among others. Since one of the main concepts in ESP is discourse community, Chapter 3 by Tamao Araki and Hajime Terauchi, titled *Conceptualising the discourse community*, reviews the discourse community concepts in both ESP and EAP by focusing on researchers from diverse linguistic and cultural backgrounds participating in academic and professional contexts. The three chapters in Part 1 align with the enlightening first chapter in Anthony (2018), which also focuses on a current and comprehensive view of ESP.

Chapters 4 to 7 investigate the relationship between ESP and the genre-based approach, ELF in business, EAP assessment, and ESP curriculum development as key concepts in the field. In Chapter 4 *Expanding the horizons of genre analysis* Judy

Noguchi builds on her previous work to explain the relationship between ESP and genres using the OCHA (acronym for "observe, classify, hypothesise and apply") approach to focus on the PAIL ("purpose, audience, information structure, and language") of the genre. In Chapter 5 titled *ELF (English as a lingua franca) in business: Dynamics of teaching for business interactions* Anne Kankaanranta discusses English as a business lingua franca (BELF), an approach that has been developed at the Aalto University School of Business (Aalto BIZ), Finland, and that focuses on challenge-based learning.

Although Hyland and Shaw (2016: 1) noted that "EAP has become one of the independent branches of Applied Linguistics", EAP is still considered in this book a part of ESP. Therefore, in Chapter 6, *Assessing EAP (English for Academic Purposes)*, Neil Murray provides an overview on how to assess the needs of students and the teaching process by embedding academic literacies in the curriculum and decentralising English language support. For this author, it is a collaborative enterprise between English language teaching staff, academic lecturers, and students. Since its origin, needs analysis has been considered a central part of ESP (Upton, 2012) that is fundamental for developing a curriculum and materials (Basturkmen, 2021; Bocanegra-Valle, 2016). Therefore, in the last chapter of Part 1, titled *ESP curriculum development: A systems approach*, Sayako Maswana and Akira Tajino employ a systems thinking approach that aims to explain curriculum development based on needs analysis in an ESP context.

The second part *ESP in East Asia: Overview and examples* addresses the development of ESP in East Asian countries like Japan, Korea, China, Hong Kong, and Taiwan. The results of the teamwork of Yuka Iijima, Sachi Takahashi, Atsuko Watanabe, and Hironori Watari in Chapter 8, titled *EAP undergraduate curricula in Japan*, lead to revising the trend and historical view of EAP at Japanese universities. Specifically, the EAP trend in Japan demonstrated that government policies are the main factor in developing and reforming a new curriculum at universities and involve a continuum of reforms from teachers and students to university faculties and administration. The next chapter *ESP in South Korea* by Jihyeon Jeon and Yoonhee Choe compares ESP in Korean high schools and that at an academic level by investigating data-driven categories of ESP research articles. Although ESP is used in higher education generally, the Ministry of Education in South Korea changed the national English programmes in high schools by introducing an elective subject "Career English". This policy now supports the new trend in schools' programmes, departing from the former one based on a grammar-translation approach and moving towards a communicative approach. In Chapter 10 *ESP/EAP in China: Growing amid challenges* Jie Shi, Jigang Cai, Jianying Du, and Liwen Li use three case studies to provide an overview of the growth and historical background of ESP in this country. These authors point out that the developments and practices of ESP explored in these studies are "the beginning of a large-scale education movement in progress in China" (p. 113), known as the "Chinese model", which is facing a number of challenges and is of importance to both academia and society.

Chapters 11 and 12 deal with *EAP in Hong Kong* and *ESP/ESAP in Taiwan*, respectively. In Chapter 11, Julia Chen highlights the difficulties EAP faces in Hong Kong and suggests that using big data and learning analytics (LA) should lead to the improvement of ESP/EAP learning and teaching. In Chapter 12, Shin-Mei Kao discusses the significant role of ESP in different disciplinary contexts in Taiwan and investigates the needs of Taiwanese higher education students, which were totally ignored in formerly existing learning materials in this country. By developing a new paradigm in ESP, this author observes that there is a window of opportunity for extending the notion of ESP to secondary schools, particularly to vocational students in Taiwan.

The last six chapters in Part 3 throw light on how ESP is applied within various educational contexts in Japan. In Chapter 13 *ESP in primary and secondary education* Hiroshi Yamada and Sayako Maswana address detailed information on ESP in primary and secondary education based on the "Course of Study Guidelines for English education in Japan" and discuss its pedagogical implications by using a case study. EAP in undergraduate and postgraduate education is explained in Chapters 14 and 15, respectively. Firstly, Sachi Takahashi, Toshiyuki Kanamaru, and Yuka Iijima deal with *EAP in undergraduate education* (which is also the chapter title). They argue that EAP mostly focuses on English for General Academic Purposes (EGAP) in the first and second year of the bachelor's studies and, therefore, they present and compare two programmes used at Japanese universities for systematic quality enhancement in the hope of providing insights for curriculum development and materials development in higher education in Japan and abroad. Then, Judy Noguchi and Masako Terui discuss a genre-based approach for postgraduate medicine students via an already mentioned OCHA approach that aims to develop learner autonomy. The terms English for Tourism Purposes (ETP) and English for Business Purposes (EBP), and the issues related to these concepts, are respectively explained in Chapters 16 and 17 to provide an overview on effective communication in these two contexts. Thus, the term ETP is introduced and the various issues related to ETP in the Asian context are explored by Reiko Fujita in Chapter 16 *English for tourism and hospitality.* In Chapter 17 *English for business purposes (EBP)* Hisashi Naito and Hajime Terauchi expand this theme by using results of a large-scale survey on Japanese companies. In line with the preceding studies in Part 3, the last chapter of the book titled *Materials development for EBP* and co-authored by Masaki Yamada, Hajime Terauchi, and Kosuke Miki, addresses preparation, meeting, and follow-up activities to develop a self-learning platform that covers listening skills and communication difficulties in business meetings.

The original aim of the edited collection is to stress the concept of discourse community, and not that of native speaker, as a model for developing curricula for ESP contexts. Therefore, this book serves as an ideal resource for those involved in ESP, ELF, and ESL, as well as for those interested in assisting first language speakers in developing their professional communication skills. Also, this edited volume provides course designers, materials developers, teaching practitioners, scholars

and researchers in the field of ESP in tertiary and non-tertiary education with an overview of ESP research and applications. Even though the focus is placed on Asian countries, readers outside this geographical context will also become more knowledgeable of the ESP field and they will find interesting ideas and useful tips to apply to their teaching and research.

[Review submitted 25 Sep 2021]
[Revised version received 21 Oct 2021]
[Accepted for publication 26 Oct 2021]

Reviewed by **HASSAN MOHEBBI**[1] **& MARYAM BARGHAMADI**[2]
[1]European Knowledge Development Institute
Turkey
hassan.mohebbi973@gmail.com
[2] College of Nursing and Health Sciences
Flinders University
Australia
barg0008@flinders.edu.au

References

Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
Basturkmen, H. (2021). ESP research directions: Enduring and emerging lines of inquiry. *Language Teaching Research Quarterly*, *23*, 5-11.
Bocanegra-Valle, A. (2016). Needs analysis for curriculum design. In K. Hyland, & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 560-576). Routledge.
Fortanet-Gómez, I., & Räisänen, C. A. (Eds.) (2008). *ESP in European higher education: Integrating language and content*. John Benjamins.
Hyland, K., & Jiang, F. K. (2021). Delivering relevance: The emergence of ESP as a discipline. *English for Specific Purposes*, *64*, 13-25. https://doi.org/10.1016/j.esp.2021.06.002
Hyland, K., & Shaw, P. (Eds.) (2016). *The Routledge handbook of English for academic purposes*. Routledge.
Kenny, N., Işık-Taş, E. E., & Jian, H. (Eds.) (2020). *English for specific purposes instruction and research*. Springer.
Paltridge, B., & Starfield, S. (Eds.) (2013). *The handbook of English for specific purposes*. John Wiley & Sons.
Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
Upton, T. A. (2012). LSP at 50: Looking back, looking forward. *Ibérica*, *23*, 9-28.