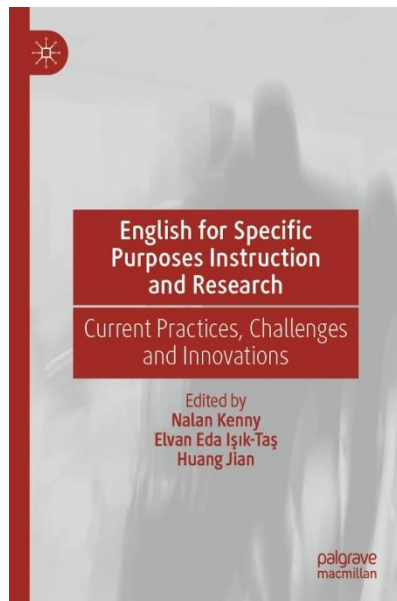


## BOOK REVIEW

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### RECENT DEVELOPMENTS IN ESP: A KALEIDOSCOPIC PERSPECTIVE

**Nalan Kenny, Elvan Eda Işık-Taş and Huang Jian (Eds.).** ENGLISH FOR SPECIFIC PURPOSES INSTRUCTION AND RESEARCH. CURRENT PRACTICES, CHALLENGES AND INNOVATIONS (2020), Cham: Palgrave Macmillan. 319 pp., ISBN: 978-3-030-32913-6 (HBK); 978-3-030-32914-3 (EPub).

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This book is a significant illustration of the current vitality of the field of English for Specific Purposes (ESP), which now occupies a particularly important place in the international university landscape. What began in the 1960s in response to the need for professionally relevant English language teaching has gradually progressed into a much wider field of research and application. As Johns (2013) explains, the field of investigation is still primarily that of the ESP practitioner, but it is now opening to a diversity of angles of analysis, with a focus on local and global contexts and situations. Research in this field has thus broadened to include new issues rooted in the reality of the field in a wide variety of settings and giving way to emerging researchers who are no longer exclusively native speakers. Written by established and emerging scholars alike, *English for Specific Purposes Instruction and Research. Current Practices, Challenges and Innovations* is characterised by an integration of teaching and research issues in relation to innovative practices in a wide range of geographical, educational, and cultural settings from around the world. It contains 16 chapters based on research in ESP in eleven different countries. Many areas are explored in these settings, including Arts, Engineering, Economics, Nursing, English Language Teaching, and Vocational Education. It is divided into four parts: an exploration of the challenges in the field of ESP, the instruction and teaching of specific skills and competences, the professional development of teachers and

practitioners in the field of ESP, and finally ESP in Content and Language Integrated Learning (CLIL) and English for Academic Purposes (EAP).

Entitled “Current Practices, Challenges, and Innovations in English for Specific Purposes Instruction and Research” Chapter 1 is co-authored by Elvan Eda Işık-Taş and Nalan Kenny, two co-editors of the book. It represents a form of introduction, starting in a rather classical way with a set of definitions of the ESP field, referring to well-known, recognised authors and studies that consider recent developments such as increased mobility or research needs. The specifics of the field describe how the requirements and knowledge of this domain of enquiry differ from other areas of language teaching in the necessary support of a needs analysis of a specific group and the means for implementation in appropriate programmes. This is in line with the work of Bocanegra-Valle and Basturkmen (2019), who have revealed how relevant needs analysis is, both at the level of students and the needs felt by teachers in the field. The interest is also in examining these specific needs in relation to current research in the field, while the practical and pedagogical needs are not neglected. In this respect, the book is aptly in line with the current research trends identified by the authors.

The issues in the classroom for teaching ESP are multiple, as shown in the explorations and challenges related to ESP that are the subject of the first part. In Chapter 2, Monica Rocha-Antonin introduces the concept of “The Classroom Brain”: this framework aims at achieving positive results in language learning contexts and at facilitating interaction in culturally and linguistically diverse ESP classes. The pragmatic orientation continues in Chapter 3 by Rachel Hall Buck, in which the author examines the difficulties that learners encounter in writing classes in learning to be argumentative in higher education, and how these students differentiate between persuasion and argumentation in variations related to their disciplinary background. Chapter 4, co-authored by Chunyan Shao, Chen Chen, and Shuya Guan, addresses an issue that is relevant to language teaching as a whole and has been dealt with many times before in relation to the motivation of ESP students. The study proposes a framework for categorising types of motivation based on the survey results, and discusses the implications of these types of motivation for course design, including working collaboratively with students and/or teachers in specialist areas. In Chapter 5, Renata de Souza Gomes reflects on the materials and courses developed through such collaboration and highlights the importance of teaching ESP within the perspective of critical literacy in the field of industrial and mechanical engineering in a higher education institution in Brazil. It is stated that by using the critical literacy framework, ESP teaching improves students’ English language skills and develops their awareness of citizenship. To close this section on ESP exploration and challenges, Chapter 6 by Brian G. Rubrecht very honestly presents the negative experience of a Japanese ESP training programme that was abandoned, provides a detailed assessment of the potential reasons for the ultimate failure, and opens possible avenues and solutions for the organisation in the future.

The second part deals with the teaching issues that have been formerly raised in relation to the context. In Chapter 7, Monika Pociask and Anna Stefanowicz-Kocół present the results of an evaluation study of an ESP programme for nursing students in Poland. The chapter focuses on the social competences at work and their analysis based on a model that allows for an assessment of students' satisfaction regarding activities aimed at developing their social competences. Chapter 8 (by Nur Yiğitoğlu Aptoula and Yasemin Bayyurt) looks at electronic feedback provided on students' doctoral writing in Turkey, and identifies several linguistic features that have implications for the effective use of electronic feedback on students' writing. Chapter 9, contributed by Elena Belyaeva and Svetlana Rubtsova, which examines the teaching of ESP in a Russian university in the context of business studies, puts into perspective the expectations of employers in terms of communicative competence and the problems posed by their teaching which result in missing competencies for these students. In the last chapter of this part of the book (Chapter 10), Elvan Eda Işık-Taş explores how final year psychology students at an English-speaking university in Northern Cyprus constructed their authorial and disciplinary identities in their papers. The analysis of this corpus provides insights into how the disciplinary metadiscourse employed in the classroom impacts on the students' personal appropriation.

As acknowledged in the third part of the book, professional development for ESP teachers is a key issue. The three chapters address the question in different but complementary contexts: teacher training is seen as indispensable despite the obstacles identified, and as needing to be specific in order to be useful to teachers in this field. In Chapter 11, Amina Gaye emphasises the contribution of research and the potential of this involvement, particularly for the training of ESP teachers in Senegal. The author stresses the need for and importance of ESP teacher training, which should lead to the preparation and development of specific training content not only for ESP teachers but also for teacher trainers and instructors, with a view to getting newly recruited ESP teachers to develop a positive attitude towards teaching in this context. This issue is comparable to the one that guided the work in Chapter 12 contributed by Sid Ali Selama, in terms of the results of an empirical study that examined the attitudes of newly recruited ESP teachers in Algeria towards professional development. The author notes that attitudes towards training are often negative, and explains this phenomenon by the fact that programmes are centralised and do not focus sufficiently on teachers' needs. This dimension has been considered by Suzan Kavanoz in Chapter 13, where the author explores how an action research approach to ESP professional development has helped to equip pre-service and in-service ESP teachers with the skills, knowledge, and autonomy to incorporate situation-specific teaching strategies. The paradigm that is thus highlighted could guide further training for the professional development of ESP teachers.

The fourth part is devoted to recent developments in the field through the practices and research of ESP in CLIL and EAP. Chapter 14 (by M<sup>a</sup>. Ángeles Escobar

Álvarez) describes how CLIL principles have been implemented in tourism-related materials in a Spanish university. The aims of the study are to raise teachers' awareness of students' needs when communicating with adult learners and to draw adult students' attention to the skills needed to succeed in a CLIL context. Based on the author's findings, examples of reading and writing activities are presented for a CLIL course in English for tourism students. This research leads to the conclusion that the experience of universities in implementing CLIL is interesting and relevant for those working in this specialist area. In Chapter 15, Tatiana V. Sidorenko, Yanah V. Rozanova, and Olga B. Shamina describe their collaboration with academics on CLIL projects and review several language training formats within the CLIL programme. The chapter deals with the practical challenges of each format as well as the specific local factors that need to be improved. To illustrate this point, a case is presented where the introduction of "dual agent" classes works in synergy with the use of corpus software for materials development. In the final Chapter 16, Wassim Al-Bekai explores the impact of "chat language" on students' academic writing, focusing on errors made by students in this type of writing that may be attributable to the use of chat language. It is concluded that students are for the most part able to distinguish between good and bad formulations.

This book offers a valuable resource for teachers and pre-service teachers, materials designers, teacher trainers as well as scholars interested in ESP. Indeed, in this volume, readers will find useful classroom activities and pedagogical tools as well as discussions of various theories within applied linguistics and other domains which may influence the learning process. Finally, readers will be provided with inspiring inputs from these multiple and kaleidoscopic perspectives on ESP, both for their teaching practices and for well-grounded research in this vast field of investigation.

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