

The changing face of ESP in today's classroom and workplace
Nalan Kenny, Linda Escobar (Eds.), Wilmington: Vernon Press

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The field of English for Specific Purposes (ESP) is constantly changing. Many books are published each year on foreign language learning for professions both in educational institutions and in the workplace. A quick Google Scholar search also provides evidence of the increasing number of researchers with a high number of citations who, directly or indirectly, influence or participate in the evolution of ESP. In this sense, García Laborda and Litzler (40-41) place special emphasis on changes in the interaction between content and language learning, such as the rapid adoption of Content and Language Integrated Learning (CLIL) since the beginning of this century. For these authors, CLIL is situated at one end of a content-language continuum whereas the other end is traditionally occupied by ELT (English Language Teaching). Obviously, both extremes should not be confused because the objectives, teaching styles and teaching techniques are very different. Kenny and Escobar's edited volume states that there are few books related to classroom applications in combination with other disciplines such as CLIL, ELT or EMI (English as a Medium of Instruction).

This book is most welcome in the field of languages applied to professions or specialty languages because of its compilation of international experiences pivoting around three fundamental axes or parts: 1) *ESP in specific fields*; 2) *ESP through technology and culture*; and 3) *ESP and EAP¹ in CLIL and ELT*. Additionally, there is a thought-provoking introduction written by professor Bárcena from UNED, the Spanish national open university. The first part consists of four chapters that discuss the construction of

¹ English for Academic Purposes

formulaic language in aviation (chapter 1), the practices of code-mixing in advertisements and posters in different cities of Jordan (chapter 2), the analysis of needs in the language curriculum of vocational training in Khartoum (chapter 3) and the teaching needs of ESP in business in Iran (chapter 4). The second part of the book also consists of four chapters that focus on technology and culture. Accordingly, chapter 5, which is of great human interest, focuses on digital literacy among the most deprived socioeconomic classes from the narration of Karen immigrants from Myanmar in the United States. The study shows that interaction with the teaching staff of the educational centre and the integration of digital literacy facilitates their integration in the humblest social sectors, giving them access to culture and education and, predictably, fostering their educational improvement and their standards of living. Chapter 6 focuses on experimenting with the use of The Beatles songs in teaching ESP. The method, to say the least, seems very interesting and the results of the qualitative study carried out by the authors show that this method is not only useful but also highly motivating for students. The 2030 agenda on sustainability appears in Chapter 7, which deals with e-learning in higher education, arguing that the right to education with equal opportunities is not a luxury but a necessity, especially through lifelong learning programmes; among them, those related to specialty languages. In order to illustrate this, an example is described carried out at the Faculty of Modern Languages at the Saint Petersburg State University. The last chapter of this second part focuses on a very attractive review of the perceptions and misconceptions in ESP through a reflection on needs and asserts that the potential of ESP is immense due to its capacity to adapt to learner needs. It is very interesting to note that Gaye, the author, states that ESP is not a subdivision of general education but has its own characteristics that make it as valid as general English education.

The pedagogical part is contemplated in the third part of the book, reviewing questions such as the organization of ESP courses (chapter 9), contemplating in a generalized way the inclusion of L1 in teaching, thus promoting translation in a more or less direct way, as well as the effect of the experience described depending on learner characteristics. Chapter 10 deals with reading strategies and their association with cognitive processes in foreign language content courses. The chapter concludes that students require a critical and evaluative version of reading materials. Chapter 11 focuses on a technical aspect with a very specific interest in the investigation of transitivity in relative clauses with “that”. On the other hand, chapter 12 focuses on the design of research in academic writing in the

field of psychology, where the importance of professional writing in ESP is clearly shown, thus evidencing the difficulty in developing writing skills. The issue of including emphasis on writing papers specifying content clearly, a fundamental issue in academic writing, especially when it comes to producing and reflecting advances in the different fields of knowledge. Only one chapter deals with CLIL, chapter 14, which focuses on content and language learning emphasizing that instruction should not only focus on interlinguistic contrast but also prioritize the integration of complex interfaces.

The thematic scope and the detail with which some of the chapters are treated is very significant. It reflects the deep ramifications that exist in ESP and the necessary participation of multiple educational agents, among whom are teachers and administrators, without forgetting content, language and instructional design. This volume thus brings together a significant number of current issues in ESP while highlighting its sociocultural and discursive aspects. Perhaps one misses more attention to CLIL I this volume but understandably it is not one of its goals. However, there is a clear interest in EMI (English as a Medium of Instruction) in higher education. To conclude, this book is of great interest and is no doubt opportune, and will attract researchers and practitioners alike who are interested in the design, development and research in ESP.

BIBLIOGRAPHICAL REFERENCES

García-Laborda, Jesús y Mary Frances Litzler, M. F. "Current Perspectives in Teaching English for Specific Purposes". *Onomázein* 31,2015, pp 38-51. DOI: 10.7764/onomazein.31.1