

NEW TRENDS IN ESP: CURRENT RESEARCH AND TEACHING PRACTICES. *English for Specific Purposes: Studies for Classroom Development and Implementation*. Ed. Ana Bocanegra Valle, María del Carmen Lario de Oñate, and Elena López Torres. Cádiz: Servicio de Publicaciones de la Universidad de Cádiz, 2008. 262 pp.

The book *English for Specific Purposes: Studies for Classroom Development and Implementation* has been recently published by the Universidad de Cádiz and it is composed of a collection of articles which deal with various aspects related to current research and teaching practices carried out in the field of English for Specific Purposes (ESP) in an academic setting at the Spanish University. The content of the volume is varied, the selected articles cover central topics in the teaching of ESP —writing, vocabulary learning, use of corpora and multimedia, etc.— in relation to different fields —Business English, Legal English, Scientific and Technical English... All the articles present studies concerned with the application of research lines to specific teaching situations.

The volume is structured in five sections, each one devoted to a topic which is crucial in ESP teaching contexts. The first section, “Setting the Context,” is composed of two articles which deal respectively with two areas of great relevance in ESP: Business English and Legal English. The first article shows the evolution of Business English textbooks from the early 1960s until the present time. This work is quite interesting since there is a great variety of teaching material related to Business English in the market. In the second, the author makes a contrastive analysis between the linguistic features of Legal English and Legal Spanish and draws the reader’s attention to the fact that teaching English for Legal Purposes to Spanish students is not just a matter of teaching language but also of teaching different cultural patterns, since both means of communication belong to different law systems.

The second section, “Teaching Language: Vocabulary,” contains three articles which explore aspects related to teaching specific lexis,

one of the most widely debated subjects in ESP teaching. In the first one, more theoretically-oriented, a series of learning strategies in relation to specific vocabulary are proposed. The second looks at one of the most central topics in the study of scientific vocabulary: the complex issue of teaching nominal compounds to Spanish learners of L2 English. There is no doubt that this issue is one of pedagogical relevance for general English and even more for specialized English teaching situations. In fact, nominal compounds are very frequent in scientific discourse and, at the same time, they tend to constitute a problem for non-native students, who usually fail to decode them properly due to several reasons such as their inherent ambiguity or their synthetic structure. The author approaches this topic from a practical perspective, offering a pilot study carried out with Spanish students which allows her to obtain results based on real data. The third article deals with specific vocabulary learning in the field of English for Nursing. This is an issue of special relevance nowadays if we take into account that British Hospitals are currently increasing their demand for nurses from Spain and other countries of the EU. The author proposes a series of learning strategies and activities and claims the need to promote teaching in this field, as an answer to a specific demand.

The third section, “Teaching Skills: Writing,” consists of three articles which discuss learning strategies in relation to writing specific texts in several areas of ESP. The first article is related to academic and professional contexts in the field of Technical English and aims to improve the writing competence of Engineering students and promote their autonomous learning. The next two papers belong to the field of Business English. The first one focuses on genre analysis as a pedagogical tool and proposes approaches, strategies and techniques which can help students write effectively different types of documents (letters, reports, sales leaflets...). The second is centered on the analysis of a specific genre—the Annual Report—and points out the advisability of introducing this authentic material in any course related to the teaching of English in business contexts, since



it can be exploited in many different ways due to its heterogeneity.

The fourth section, "Learning through Corpora," explores the use of specialized corpora for language learning in academic contexts. The strong relation existing nowadays between ESP and Corpus Linguistics becomes evident through the existence of specific-language-purpose corpora used in professional and academic settings. The two articles which compose this section show the advantages of using specific academic corpora in ESP teaching and learning. In the first article, based on a classroom experience with Information Technology students, the author points out the priming of lexis and the usefulness of electronic corpus resources, which allow students to have a dynamic access to lexical material related to their specific field of knowledge. The second deals with the use of Maritime Legislation Corpus as a tool for teaching and learning and points out the advantages of using it in the ESP classroom, since it allows a learning approach based on students' observation and interpretation of patterns of use, which leads to improving their reading comprehension and vocabulary acquisition as well as empowering their autonomy in learning. In addition, a proposal of activities specifically designed by the authors and addressed to students of Naval Architecture and Marine Engineering is presented for use in the classroom.

The fifth and last section, "Learning through ITs," deals with the application of new technologies to ESP teaching contexts. This is a subject that all the professionals working in the field of English Language Teaching (ELT) are nowadays concerned with, due to the dramatic change that has taken place since the last decade in relation to language teaching and learning as a consequence of the widespread use of Information and Communication Technologies (ITCs) and the Internet. Two articles are in-

cluded in this section. The first one is concerned with the use of internet as a huge learning language resource tool, since it offers the possibility of putting into practice alternative classroom materials and interactions and allows students to become independent learners. With an optimistic view in relation to the possibilities that this new tool offers to the future in the teaching of ESP, the author presents a set of resources and on-line activities in order to improve learners' receptive and productive language skills as an alternative to traditional learning methods. In the next article, the last one of this volume, the authors present a CD-ROM that they have designed for Social Work students, showing the contents and the process followed for its creation. The preparation of this material has been carried out within the framework of a Project supported by the ViceChancellorship of New Technologies at the Universidad de Granada. This kind of projects reflects the concern existing nowadays at Spanish universities in relation to improving and updating the teaching of foreign languages. The presentation of this CD-ROM can serve as a guide for professionals working in the various fields of ESP and encourage them to realize similar projects which lead to innovative teaching materials.

Taking into account that in the last decades English has become the *lingua franca* in academic and professional settings and that therefore the importance of ESP has grown as an answer to specific demands, publications of this kind are considered of great value in showing an up-to-date view of the situation of both current research and teaching practices in ESP at tertiary level. In this line, this book is designed to provide a source of reference for ESP teachers and researchers as well as for anyone interested in this field.

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