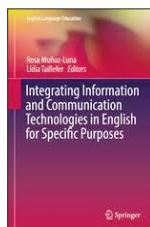


Reseñas/Book Reviews



Integrating Information and Communication Technologies in English for Specific Purposes.

Rosa Muñoz-Luna & Lidia Taillefer (eds.)

Cham, Switzerland: Springer, 2018. 211 pages. ISBN: 978-3-319-68925-8.

The present volume, edited by Muñoz-Luna and Taillefer, wisely combines the use of the Information and Communication Technologies (henceforth ICTs) with the teaching and processing of English for Specific Purposes (henceforth, ESP). In this combination of interrelated fields, as well as in the wide coverage of their state-of-the-art, resides the uniqueness of the book. It presents insights on methodological ESP principles in both academic and professional situations, and emphasizes authenticity in teaching and learning contexts.

The teaching and learning of ESP have grown significantly, causing a proliferation of ICTs within the educational context. Muñoz-Luna and Taillefer offer a broad panorama of the didactic applications of ICTs in the ESP classroom: blended learning, learning management systems in tertiary education, virtual reality, and translation as a technology-assisted tool in the teaching and processing of ESP.

In the Foreword (v-VIII), Surdyk concisely overviews how technology has evolved from its beginnings to the use of the Web 2.0. Next, he offers some considerations related to the concept of *ludology* and concludes by drawing a relationship between ludic strategies and ICTs, which have come to be associated with the concept of gamification in the learning of foreign languages.

The book structure is divided into three sections that permit readers to easily find chapters related with the various subjects in which they might be interested. After the Introduction by the editors (pp. 1-4), the first section demonstrates how English language teaching (ELT) has been significantly

influenced by the use of technology (Avalos, 2011: 10-20). This first section consists of three chapters: Li Li's (pp. 7-25) presents the state-of-the-art of computer-assisted language learning and ESP, establishes principles to combine technologies, and offers some exemplary practice, including diverse kinds of technological tools in English for Academic Purposes (EAP) and English for Professional Purposes contexts (EPP). The second chapter, by Stroo, Muñoz-Luna and Jurado Navas (pp. 27-36), provides a summary of the most well-known and utilized basic technologies in ESP, such as learning management systems (henceforth LMS). A key aspect here is learner interaction and participation, being both of them the most important objectives of the application *Educlick*. The chapter finishes with an examination of the various uses of mobile phones and audiovisual materials in the classroom.

In the third chapter, López-Oziblo (pp. 37-53) argues that Massive Open Online Courses (henceforth, MOOCs) are not the best solution for ESP teachers. However, the author is in favor of a methodology that integrates a face-to-face approach and technology use, such as blended teaching, and the Flipped Classroom in particular, as it encourages social interaction, essential to the learning process.

The second section of this volume, devoted to EAP, comprises four chapters. The fourth chapter, by Díez-Prados and Cabrejas-Peñuelas (pp. 57-78), describes how the Internet can be used to facilitate the process of writing by suggesting resources for its different stages and proposing how these may be employed to conduct a writing task. One of these online resources is Blackboard, a discussion tool that eases both educator-learner and learner-learner feedback. The fifth chapter, by Jurado-Navas (pp. 79-92), brings to light the attitudes and real experiences of a group of undergraduates using digital LMS in the classroom. Recourse to LMS by university tutors has been limited to the upload of files for learners, who can just search and read in a passive way, and as a result of this limitation, the author explores an enriching option consisting of a more updated classification of tools and apps, integrating the digital and offline use of such platforms. In the sixth chapter, Ramos-García (pp. 93-106) makes an interesting suggestion to help a certain student population, that of future English teachers at a Faculty of Education, improve their listening skills in EAP. She holds that increasing the exposure of learners to real input in an anxiety-free context can gradually develop their listening skills. Her suggestion is the use of a parallel computer-based listening skills program in which learners have to follow

aural instructions, so outcomes are expected to improve. In the last chapter, Lan Li (pp. 107-124) focuses on the use of virtual reality in ELT, especially through online platforms such as Second Life. The author makes a strong case for multimedia instruction and learning to assist students' knowledge-building: her research shows how Second Life could be utilized to share knowledge, teach language functions, begin instant communication, and give peer assessment during the learning process. It stresses the stimulating, interactive and entertaining nature of this technology.

The third section of the volume deals with English for Specific Purposes (pp. 125-203) and encompasses four chapters. In the first, Fuertes-Olivera (pp. 127-143) reflects on the use of collaborative dictionaries (e.g. Wikipedia) to help ESP students broaden their knowledge in fields such as business and economics. Chapter nine, by Postigo-Pinazo and Mira-Rueda (pp. 145-163), concentrates upon the field of medicine and the improvement of the competences of scientific writers, medical translators and interpreters with the use of technology, which may meet their needs and propel a flourishing labor market in southern Spain. In chapter ten, Taillefer (pp. 165-182) reconsiders the design of business English courses in the digital era, drawing on her previous experience, not only classroom-based but also with online learning. She proposes surveying learners and educators and following a combined approach to improve course adjustment to the learners' needs, in order to avoid traditional educational problems and fully benefit from technology. Her analyses prove blended methodology and the use of online resources, tasks and tools are the best option for ESP curriculum improvement. The last chapter, by Leah Leone (pp. 183-203), shows that training translators online brings them the benefits of learning within the actual context in which they will eventually work. The author does a needs analysis that is reported by the practice of backward course design. Then, she outlines effective applications of the online platform to finally close the chapter with several suggestions for technology-based translation tasks.

The book successfully meets its goal of presenting the state-of-the-art of technological innovation in the teaching and learning of ESP: the three sections covered are relevant and provide enlightening current knowledge and research in the interrelated fields of computer-assisted language learning/teaching and the teaching and learning of ESP. The collection of articles not only contributes insightful discussions on varied issues related to the practice of ESP in the classroom, but also expands the existing network of publications on LSP (e.g. Arnó, Soler & Rueda, 2006; Bárcena, Read &

Arús, 2014; Martín-Monje & Barcena, 2015; Martín-Monje, Elorza & García-Riaza, 2016). Perhaps the major strength of the volume reviewed is that it provides holistic and cross-disciplinary solutions to future challenges and technological barriers recently arisen in English language teaching and learning, mostly in ESP. It is shown how social and computer sciences and technological devices can synergize to create more interactive and practical learning backgrounds where recent frameworks can be applied for academic and personal purposes alike.

The intended readership of this book embraces ESP researchers, educators and students, since it facilitates case studies of how ICT can be used in English for a variety of purposes. Authors share their experiences of combining tools and methods and each chapter furnishes valuable pedagogical implications.

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