

## Convergence of ESP with other disciplines – a book review

Dragana Božić Lenard

Josip Juraj Strossmayer University of Osijek, Croatia; dragana.bozic@ferit.hr

The book entitled *Convergence of ESP with other disciplines* edited by Nadežda Stojković, PhD, Gabriela Chmelíková, PhD and Ľudmila Hurajová, PhD is a collection of 11 research papers submitted by 17 scholars who conduct research and teach at different worldwide universities. The publication covers diverse topics in the field of English for Specific Purposes (ESP) ranging from material development and competences improvement to the application of different pedagogy directions and assessment methods.

Being a branch of English as a Foreign Language, ESP courses are focused on developing English language skills in a particular discipline such as engineering, law, medicine, agriculture, humanities and social sciences. Two most important **features** of ESP are a **conversational function** (ways in which language is used in real communication) and **educational pedagogy and psychology** (learner's interests and needs affecting one's learning motivation). One of the most widespread **misconceptions** is that ESP is all about **content knowledge** when in fact pedagogical content knowledge is what a skillful ESP teacher has – understanding of social, developmental and cognitive learning processes. Paying close attention to students' multidimensional needs, ESP is a highly **student-centered approach** which focuses on both students' linguistics and psychological needs thus establishing a humanistic context where language plays multilevel educational roles.

The first two chapters unpack the issue of **material development** for writing and listening skills, respectively. Chapter 1 opens by recognizing the complexity of English for Tourism Purposes *per se* and the difficulty in the instructional purpose of writing skills. It presents a semi-automatic free writing system *arText* and analyses its **educational purposes** in teaching ESP classes. The chapter empirically demonstrates the **usefulness of technology integration in language classes** by using real corpus examples. Chapter 2 presents the rationales accompanied by practical examples for three-stage listening material development, namely pre-listening, during-listening and post-listening tasks thus providing a language educator with valuable **language teaching resources**. The chapter also presents Chinese **students' attitudes** to the developed materials, chosen topics and designed tasks. Pointing out the advantages and disadvantages of ESP material development, a **theoretical pedagogical framework** for ESP material development, falling within ERL Journal's scope major *Language and Methodology*, is established.

Chapter 3 examines the **teaching potential of research articles** in language teaching placing a special emphasis on vocabulary teaching in medical geology as an emergent field of knowledge in the realms of medicine and geology and falling within the same scope as the first two chapters. Adopting corpus linguistic methods, the chapter provides a comparative analysis of a series of research articles on medical geology and students' research papers thus examining the feasibility of using research articles as an instruction tool in language teaching.

Upon introduction of English language courses at tertiary educational institutions in China, **curricula** had to be **assessed** the topic of which is presented in Chapter 4. Adopting the well-established framework of Hutchinson and Waters, the author conducts a **three-fold needs analysis** involving students, potential employers and language teachers. The chapter provides short reflection on challenges and opportunities in course development and can be related to the same ERL Journal scope as the previously mentioned chapters.

In Chapter 5, **improving social skills**, in addition to acquiring know-how, is discussed. Being the least advanced transversal skills, the chapter examines the undergraduate Polish **students' opinion** on their abilities to use social skills. The results point to a slight dissonance between optimistic students' opinion and their class behavior. Even though the research was conducted on a small questionnaire corpus, the real chapter value lies in the authors' recommendations of **practical examples** to be universally applied. Additionally, the chapter gives pieces of advice on **material development** and attaches the

questionnaire should it be found useful, by potential ERL Journal's scope major *Language and Personality* readers, to be replicated.

Chapter 6 opens with a definition and elaboration of **linguistic and cultural diversity**, which is to be both acknowledged and harnessed in the chosen ESP field of aviation. The chapter goes on to exemplify a **multi-faceted nature** of cultural and consequently linguistic diversity situated in ERL Journal's scope major *Language and Culture*. It elaborates on three types of culture, namely national, professional and organizational culture, which are explained by the cultural dimensions theory and associated with aviation. The chapter addresses the need for ESP teachers to revisit their understanding of language instruction, go beyond a traditional way of language teaching and introduce a triple bottom line – language skills, background knowledge and cultural sensitivity.

Chapter 7 pays attention to a very intriguing and yet not sufficiently studied topic of **recurrent word combinations** which usually have pragmatic and/or discourse functions recognized within certain contexts. The strong point of the research is in its two-fold nature of having both a qualitative and quantitative dimension. Even though the research was done on two Korean learner corpora, their substantial sizes contribute to scientific merit. In addition to descriptive statistics results, the chapter provides structural and functional classification of word combinations accompanied with **corpora examples**. The chapter suggests **pedagogical implications** when teaching **writing skills**, i.e. it proposes steps in language pedagogy such as grammar and coherence markers teaching, genre awareness, instruction on hedges, etc.

The issue of incorporating **cultural knowledge awareness** in language teaching falls within ERL Journal's scope major *Language and Culture* and culminates in Chapter 8 by bringing together some new factors with those previously discussed in Chapter 6. The chapter might be the most beneficial to language teachers engaged in **translation studies** because it highlights desirable characteristics of a potential translator/interpreter. Also, it tackles the importance of acquiring **multicultural, cross-cultural and linguacultural background knowledge** as the most significant transferable skills for present-day graduates. The chapter benefits from **practical examples** which demonstrate communication failures as a result of miscomprehension and misinterpretation not only of the target but the source language as well pointing to the need of language learners becoming conversant with different corpora.

Language teachers involved in translation studies might find Chapter 9 very useful. The chapter investigates the use of **translator's notes** in Chinese translations. Translator's notes are additional information in the forms or notes, footnotes or endnotes inserted in the text with the aim of text clarification and they are prevalent in Chinese translations. The chapter lists three types of a single example, namely the source text in English, translator's notes in Chinese and back translation also in English, and all listed examples are consistently categorized. The chapter empirically proves that translator's notes are worthy of studying because they might **solve** the problems of **translatability** and since they might be culturally-related, it can be related to ERL Journal's scope major *Language and Culture*.

Chapter 10 sheds light on the important issue of both **intrinsic and extrinsic motivation** in English **speaking classes** by carrying out a statistical analysis of closed-ended students' questionnaires. It also provides a comparison of Lebanese students studying at different higher education institutions and coming from different sociocultural backgrounds. Consistent application of scientific methods contributes to this chapter's scientific merit. The chapter provides a reader with a **correlation** of extrinsic, intrinsic and amotivation on the one and linguistic, academic and sociocultural factors on the other hand thus falling in ERL Journal's scope minor *Language(-)Affect*. Scientists engaged in examining the issue of language learning motivation might benefit the most from the chapter because its methodology is replicable and applicable to a wider population of students.

In examining common and different features of **English for Specific Purposes (ESP)** and **Content and Language Integrated Learning (CLIL)**, Chapter 11 gives a viewpoint of how the said approaches can be **implemented** in tertiary education, which situates it within ERL Journal's scope minor *Language(-)Activity*. Upon comparing and contrasting ESP and CLIL, which, as approaches, are difficult to set apart, the authors list the most important points to reflect on when considering how to approach language and content teaching, which all language practitioners would benefit from. Another valuable contribution of

this chapter is in shared internationally gained authors' teaching and researching experience the result of which is an institutional research project involving both teachers and students and their attitudes to teaching in the English language, readiness to embrace CLIL approach and enhance their English language competences by taking some teacher training classes. The chapter undoubtedly points to **new horizons in English language teaching/acquisition** at higher education institutions.

This publication covers a diverse and an extensive list of ESP topics also applicable to general and academic English language teaching, which makes it an excellent tool for language instructors. One of the **strongest features** of the publication lies in its **diversity**; it covers the most important language teaching issues, exemplifies on different ESP subfields and offers appropriate teaching methodologies which are to stimulate professional situations. In addition to a clear presentation of the relevant literature, specific chapters' research results and case studies serve to reinforce the points being made. **Sound research methodologies** invite researchers to replicate studies involving different participants. Another strong point of the publication are **practical in-classroom exercises** ready to be used by language instructors. Overall, the publication provides valuable insights into **innovative teaching practices** and sheds light on fundamental language teaching issues thus covering the major scopes of language and schooling, methodology and culture. Language instructors, especially ESP experts, will appreciate the publication whose scope will cater for their language classes needs and inspire further research in the field.