

Book Review

English for Professional and Academic Purposes

By: Miguel F. Ruiz-Garrido, Juan C. Palmer-Silveira, and Inmaculada Fortanet-Gómez

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1

The emergence of ever-growing need for a lingua franca of science, technology, education, and business has led to the worldwide demand of English for Specific Purpose (ESP) within TEFL curriculum. ESP has developed in diverse directions and has become increasingly international in scope as its use has become significant for those interested in international communication in different academic and professional fields.

English for Professional and Academic Purposes (EPAP), edited by Miguel F. Ruiz-Garrido, Juan C. Palmer-Silveira, and Inmaculada Fortanet-Gómez, has launched in 2010. The geographical variation of authors from America, Asia, and Europe who are a mixture of native (NS) and non-native speakers (NNS) of English is really unique. This manuscript intends to reveal how English language is analyzed as the discourse of academic and professional settings and to offer an overview of several topics within the field of discourse analysis to EPAP domains. Besides, it also seeks to find out ways of applying the research to the teaching and learning of the English for professional and academic purposes. This volume will enlighten those involved or

interested in the research and teaching of EPAP. It has an introduction chapter and 3 major sections including 13 chapters. The first section deals with *discourse analysis of English for academic purposes*, the second talks about *discourse analysis of professional English* and the third is related to *EPAP pedagogy*.

The introduction, chapter 1, embarks on EPAP definition, the aims of the book, the relevance of EPAP research and academics and professionals, and contents of the sections in the book.

Part I contains four chapters illustrating research on discourse and the teaching and learning processes in different academic genres. This part offers an overview of academic articles of international researchers mainly concerned with the difficulties users of English as an international language may face when competing for publication with native speakers of that language. Chapter 2 is written by Dushyanti Mendis who compares the use of phrasal verbs in academic and non-academic writing in Sri Lankan and British English to recognize patterns of use which might reflect underlying beliefs about the norms in writing for an international versus a local audience. Chapter 3, written by Carmen Pérez-Llantada, is a contrastive analysis of the use of epistemic lexical verbs by NS and NNS writers of research articles in English. Chapter 4, written by Françoise Salager-Meyer, María Angeles Alcaraz Ariza and Maryelis Pabón Berbesí, centers on medical paper acknowledgement sections in four research publication contexts: Venezuela, Spain, France and USA to detect contextual influences. The final chapter in this section, chapter 5, written by Ana I. Moreno, deals with a contrastive analysis of academic writing and presents strands for future research.

Part II includes the next four chapters highlighting the different genre repertoires that anyone can see when fulfilling their everyday professional duties. The authors of these four chapters consider various types of discourse observed in professional settings and mostly intend to recognize sociocultural patterns as reflected in language usage with implications for diverse target activities. The first chapter in this section, chapter 6, written by Philip Shaw, reports on Swedish industrial doctoral students' description of their writing, its production conditions, and its audiences and examines their perceptions of the differences between two diverse but related discourse communities while focusing on the report genre. Chapter 7, by Ulla M. Connor, Elizabeth M. Goering, Marianne S. Matthias and Robert Mac Neill, and chapter 8, by Inger Askehave and Karen K. Zethsen, focus on health-related discourse, analyzed primarily as information sources aimed at patients. In the former, the authors observe how patients manage when receiving information on the type of medicines which they should use and then the information type, oral and written, offered to these patients is analyzed. In the later chapter, the authors analyze two health promotion leaflets to examine the ways in which language is used to empower the reader. The last chapter in this part, chapter 9, is written by Pilar Garcés-Conejos Blitvich investigating the construction of American corporate identity in the genre of corporate values statement. According to the author, whereas health discourse deals with the person, corporate discourse deals with corporate identity. The use of "we" as an indicator of who the company is has been studied in her study.

Part III, the final part of the volume, forms the last five chapters focusing on EPAP pedagogy. The first three chapters focus on academic discourse teaching and the

last two on professional English teaching. In these chapters, the authors represent specific practices on EPAP pedagogy parameters and reflect on them. Chapter 10, written by Ana Bocanegra-Valle, is related to the teaching of professional English in an academic context. It focuses on material evaluation and related issues by exploring the reasons for the development of such materials, the value of using authentic materials, the principles for evaluating published resources, the process of developing original and adapted materials, and implications for ESP practitioners. In chapter 11, John Swales and Christine Feak center on research abstracts as authentic material, offering suggestions for task design in a top-down fashion, from the macro-structure of abstracts to their micro elements. Based on previous research findings, the authors discuss instructional tasks for teaching how to write abstracts, aims of such tasks, and tips for their development. In the next chapter, chapter 12, Ruth Breeze conducts a study to examine two approaches in essay writing, textual analysis and rhetorical analysis, in English at a Spanish university applying qualitative and quantitative data. In chapter 13, Julio Gimenez tests the teaching of writing on a discipline-specific academic course in three fields: nursing, midwifery, and social work. She uses statistical surveys with case studies to show the need of situated academic writing practice. The final chapter of the volume, chapter 14, written by Thomas Orr, focuses on English for science and engineering (ECE). The author describes the kind of English and supporting skills that ought to be taught at universities to students studying science and engineering in detail and illustrates how ESE can be taught to lead to successful practices and then discusses attributes of an ideal ECE practitioner.

Generally speaking, this volume intends to shed light on the latest brilliant innovations in EPAP by providing a wisely collection of EPAP discourse studies and embarking on the role of current discourse analysis in different disciplines and geographical contexts. A significant point regarding the manuscript is that it suggests many ideas for further research in EPAP teaching and is valuable especially for those interested in research in teaching written genres. However, it is not without shortcoming particular in case of external validity of several papers since the sizes of samples in the papers are not large enough to be generalized then. All in all, the book describes specific practices and reflections on EPAP teaching aspects in its final section which is very helpful specifically for newly arrived teachers in the field.

Biodata

Maryam Sherkatolabbasi holds a BA degree in English Translation from Esfahan University and MA degree in TEFL from Guilan University in Iran. She has been teaching English at several universities and institutes in Iran. Her areas of interest are ESP, CALL, critical pedagogy and psychology and research on English language teaching and learning. She has reviewed several books in ESP domain.

Dr. Amir Mahdavi-Zafarghandi did his PhD in SLA at Essex University, Britain in 2001. He has been teaching undergraduate and graduate courses including Research Methods, ESP and TEFL. He has supervised or advised numerous M.A. dissertations on TEFL, and published numerous professional papers both nationally and internationally.