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Integrating Information and Communication...

Integrating Information and Communication Technologies in English for Specific Purposes, Rosa Muñoz-Luna & Lidia Taillefer (Eds.), Springer International Publishing AG, 2018, 218 pages, ISSN 2213-6967 (book), ISSN 2213-6975 (electronic).

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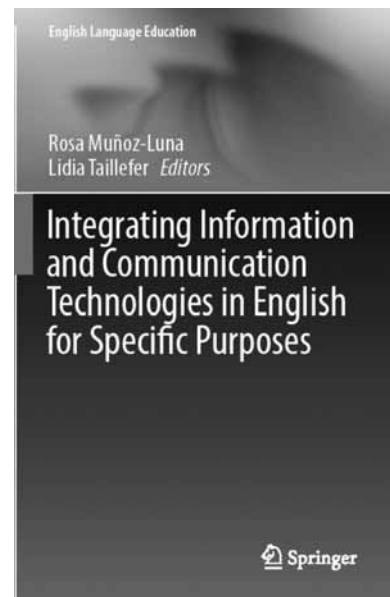
Editors Dr Taillefer and Dr. Muñoz have hit the nail on the head with their new volume *Integrating Information and Communication Technology in English for Specific Purposes* by addressing the challenge that technology can play in the classroom to convert this same technology into an asset. Digital natives and non-natives alike will find the book both practical as well as insightful.

The book explores academic and occupational settings where the focus is on English as a second language, always considering technology as the basis for innovation and improvement. Literally spanning the continents, the contributors offer an enormous range of experience and the volume sure to cultivate the autonomous foreign language researcher.

Integrating Information and Communication Technology in English for Specific Purposes makes a significant contribution to the field of applied linguistics. Publications such as this one are extremely attractive to any researcher seeking pedagogical applications. The book is skillfully divided into three main areas covering English for Specific Purposes (ESP), English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Part one explores the benefits of technology in ESP research and the reasons behind the slow adoption of technological methods. After establishing some principles for integrating technology, the authors move easily from theoretical grounding to more practical implications in ESP. The move towards practice is precisely what instructors have been waiting for. These include pedagogical suggestions for blended learning as well as a series of electronic applications, computer programmes and classroom ideas combine technology and applied linguistics research.

In part two, the focus is EAP. The chapters in this section denote a plethora of research experience. From the skill focus approach of process writing to the ever-challenging skill of listening, the chapters describe a pedagogical proposal in which Web 2.0 applications are employed to write essays or specific listening activities are described. In fact, one chapter even



presents a fascinating 3D simulator creating a parallel virtual universe to interact in English.

In part three, the focus shifts to occupational uses. There are many benefits of online dictionaries for translators since much of their learning and work occurs on the web. These virtual tools have clear real-world applications. For example, medical translators are in need of a dynamic virtual tool which gathers practical advice and pedagogical suggestions in order to become competent. Another example of EOP includes an analysis of complete course in business English blending online learning with face-to-face interactions: the ideal combination for language progress.

Integrating information with communication technology is no longer a barrier for language researchers. The new frameworks presented in this volume offer unique insight as how to contribute to the integral development of learners, both academically as well as personally. Technical solutions for pedagogical problems seem to be the perfect tools to create a sense of shared innovation and progress. The timely contributions presented in this volume provide practical, cross disciplinary solutions combining technological advances with direct and useful application in the ESP context.