

A Book Review on the Key Issues in English for Specific Purposes at Higher Education Level

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English for Specific Purposes (ESP) is a research area in which the needs of English learners (ELs) are the focal point, especially in the new normal. ESP, as a dynamic discipline, plays a critical and crucial role in improving higher education institutions that provide English-medium instruction (EMI). In such institutions, students should give more importance to ESP classes, as they get closer to graduation and prepare to work in their field of studies, because vocational concepts are also evolving as our worlds are changing. With the new normal, a lot of job markets disappeared while new ones have been created. Thus, this edited volume offers a wide variety of insights by drawing implications from empirical studies, while pinpointing gaps and the lack of opportunities taking place in specific contexts. The authors reflect upon “the evolution of this field from its roots to its current context” as well as how the quality of ESP can be ensured along with the changes in our lives (Kırkgöz & Dikilitaş, 2018, p. 1). To this end, the book is divided into four parts, including *Materials Design and Development in ESP*, *ESP Teacher Development*, *Curricular Issues in ESP*, and *ESP, CLIL, and EMI*.

In the first part, Kırkgöz and Dikilitaş highlight the importance of material design intended for various language skills. The first research study in this part was conducted by Helen Baştürkmen and Bocanegra Valle. The researchers collected qualitative data from experienced ESP teachers regarding the strategies they used for designing ESP materials. This chapter is mainly useful for new ESP teachers and practitioners in terms of

learning new material design strategies and techniques as well as decision-making mechanisms of experienced ESP teachers. Next, Fredricka L. Stoller and Marin S. Robinson’s study focuses on scaffolding ESP instruction. They conduct the study with chemistry students about an approach called *read-and-notice* in developing academic writing skills, and propose innovative teaching materials. They integrate online read-and-notice module into an organic chemistry lab and offer interdisciplinary implications for tertiary-level students. Moreover, a corpus-driven research study by Betsy Quero and Averil Coxhead gives readers insight into medical vocabulary. They propose that integrating vocabulary after a period of corpus analysis into the curriculum is useful for students because their likelihood of coming across such high-frequency lexis is quite high. Their medical word list they provide at the end of the chapter is very useful for anyone in medical field. Finally, Hossein Farhady, Kobra Tavassoli, and Fariba Haghighi Irani present one of the most thorough and extensive corpus studies in ESP regarding incorporating grammatical structures in ESP and English for Academic Purposes (EAP) materials. Their corpus included 150 million words focusing on the frequent grammatical structures in EAP and ESP. They found that the recurrent grammatical structures are limited in number and low in variety, drawing our attention to a groundbreaking lesson; that is, emphasis should first be placed on common grammatical structures rather than field specific structures even in ESP.

In the second part, Kırkgöz and Dikilitaş focused on teacher competency in ESP. The first study conducted by Julie Norton focuses on Lesson Study which is a concept brought up by Tsui and Law (2007) referring to “a systematic investigation of classroom pedagogy conducted collectively by a group of teachers rather than by individuals, with the aim of improving the quality of teaching and learning” (p. 1294). Lesson study is similar to

action research because it involves a learning challenge that is decided upon, a collaboratively prepared lesson that is taught by one of the group members and finally observed by the whole group. Norton shows an example of a Lesson Study and provides implications for teachers and professional development units (PDUs). Next, Demet Yaylı and A. Suresh Canagarajah investigate the processes that scholars go through while writing research articles. Their data come from the interviews built on self-reports of non-native Art and Science scholars in Turkey that have taken EAP courses during their higher education. Considering that these scholars were once EAP students, their challenges and strategies while writing a research article shed light on the hidden corners of EAP and ESP; that is, whether current scholars are competent and capable of performing EAP/ESP skills. In the next chapter, Tuula Lehtonen focuses on the conditions helping practitioners to do research and how doing ESP research may help them professionally. She concludes that life-long learning is an indispensable part of teacher development and such a mindset will mitigate the heavy responsibility on PDUs. In the same vein with Julie Norton, Tim Stewart's study proposes interdisciplinary team-teaching through collaborative activities among ESP practitioners, which could open up the academia for ESP practitioners more. He highlights the importance of professionalism and mutual respect in this collaborative project. The last study of this part that was conducted by Enisa Mede, Nergis Koparan and Derin Atay focuses on the perceptions of a large group of scholars consisting of teachers, students, and graduates of Civil Aviation Cabin Services in Turkey. The authors bring a unique aspect to ESP studies through their qualitative study by doing a needs analysis and focusing on participants' challenges and possible solutions in designing aviation ESP curriculum, which could act as a reference for similar programs.

In the third part of the book, the majority of the studies dealt with curricular issues related to ESP in specific contexts such as Japan, Turkey, Lithuania, and Latvia, which offer global implications. In the first chapter, Mustafa Er and Yasemin Kırkgöz portray a distinctive implementation of the ESP curriculum for military education, specifically a curriculum tailored for combat pilots. They evaluate the curriculum in terms of its professional use, technology integration, and the challenges it poses. Next, Naoki Fujimoto-Adamson and John Adamson analyze, in their exploratory study, the transition from EFL to EMI in Japanese tertiary contexts. They bring a unique aspect to ESP curriculum by integrating translanguaging for content clarity and examine the impact of using both Japanese (L1) and English (L2) to scaffold the content by eliminating the demotivating monolingual practices in the classroom. Next, Nemira Mačianskienė and Vilma Bijeikienė illustrate successful ESP practices and active student engagement in ESP activities. This mixed-methods study investigates students' competence towards becoming better learners. From a pedagogical perspective, it recommends a learner-centered approach to ESP due to the importance of student autonomy. Furthermore, Servet Çelik, Anna Stavicka, and Indra Odina claim that the lack of resources and teacher preparedness and low student motivation are the causes of covering little more than basic English skills. Thus, they compare two state universities in Turkey and Latvia. In terms of their socio-political dynamics, ESP practitioners in these two countries exhibited different behaviors. The former puts the blame on the education system, while the latter has more of a constructive attitude towards the problems and challenges. Last, in their mixed-methods study, Adem Soruç, Asiye Dinler, and Carol Griffiths investigate the strategies EMI students use in order to understand their lecture(r)s and focus on listening as a micro

ESP skill. They claim that the results differ across different genders, contexts, classes, and majors.

The final part of this edited volume focuses on ESP, CLIL, and EMI. The first research study conducted by John O'Dwyer and Hilal Handan Atlı explores and critiques the curriculum and standards in contexts where students are placed in the EMI programs only through a nationwide exam that does not have English component at all. By taking such contexts into consideration, in their review article, the authors first raise questions regarding the challenges and then offer sustainable solutions mainly related to teacher training. In the next chapter, Isabel Alonso-Belmonte and María Fernández-Agüero report their empirical findings regarding the widespread application of CLIL at bilingual primary schools rather than tertiary level. Their findings highlight the most common uses of CLIL such as its use for activating schemata for a reading text and for working on bottom up thinking skills. The implications are provided for best CLIL practices and ESP teacher training. Then, in Julie Dearden's chapter, the shift from L1 instruction to L2 instruction within EMI contexts is explored, and she claims that language instructors should not be held responsible for students' language proficiency because they cannot be expected to be trained in all other academic subject areas. Thus, she proposes *collaboration* as a key aspect to improve the implementation of EMI. Finally, Donald F. Staub proposes that EMI universities be subjected to an accreditation program because such programs provide useful and reliable framework for solid evaluation.

This edited book by Kırkgöz and Dikilitaş presents comprehensive theoretical frameworks and practical ESP guidelines with reference to teacher competence and performance, curriculum design, pedagogical perspectives, and students' needs in different

contexts through the collection of many recent empirical and review articles. Thus, this book could be used as a manual at EMI universities that have developing ESP/EAP programs. It could also be used as a textbook for graduate level programs that focus on curriculum and instruction as well as teacher education because instruments and all the details of the empirical studies are provided at the end of each chapter. In addition, the visual features of the book such as graphic organizers, tables, figures, and photos as well as the table of contents make it more reader friendly. Also, each chapter in the book is linked to their online versions, and readers can easily access them. However, there are several suggestions that could be offered. One suggestion for future editions of this volume could be adding a section at the end of each part that has guiding questions for graduate level students so that they can design their ESP studies. There are several chapters that focus on primary schools even though the title of the book refers to Higher Education. Thus, these chapters could be improved a little more by adding implications for higher education. Furthermore, abbreviations of the terminologies used in the book could be provided at the very beginning of the book to make it more reader friendly, and the biographies and contact details of the authors could be added to the end of the book to let graduate level students reach them. Overall, this edited volume is a great reference source for ESP and EMI focused scholars, teachers, practitioners, and teacher trainers.

References

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