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Ruiz-Garrido, M. F., Palmer-Silveira, J.C. and I. Fortanet-Gómez, I. Eds. 2010. *English for Professional and Academic Purposes*. Amsterdam: Rodopi. Pp. 237.

English for Professional and Academic Purposes represents a thorough and valuable contribution to ESP (English for Specific Purposes) latest literature. In the title of the book we find the currently very common term of EPAP (IPA -Inglés Profesional y Académico- in Spanish) that was coined by Professor Enrique Alcaraz Varó back in 2000, as the editors explain in their introduction. The name wisely integrates the former EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) labels. EPAP may sound more accurate than ESP, considering that any linguistic use could be specific. In any case, the editors fully justify their decision when choosing this title if we look at their main objective: “The general aim of this volume is to show how the English language is analysed as both the discourse of and for effective communication in academic and professional settings” (cf. p.3). In our view, we can only add that probably the most distinctive mark of ESP/EPAP studies is the application of a multidisciplinary approach (cf. Dudley-Evans & St John 1998) and this point is extremely well illustrated in this book. The editors of the volume, Miguel F. Ruiz-Garrido, Juan C. Palmer-Silveira and Immaculada Fortanet-Gómez, have a proven experience in the ESP field, both imparting lessons and researching. This expertise is here shown in the careful selection of articles and in the precise structure of the book. The book compiles 14 papers written by scholars from worldwide prestigious universities. It covers questions of particular relevance concerning specialized uses of English both in academic and professional genres as well as in different areas of learning. The genres comprise research articles, essays, abstracts, reports and also lesser studied ESP genres such as acknowledgments, Corporate Value Statements (CVS) and health leaflets. Methodologically speaking, most of the articles carry out empirical cross-cultural or cross-linguistic studies based on linguistic corpora, surveys and interviews. In addition, the types of discourse examined cover from medical to engineering to general academic English.

English for Professional and Academic Purposes is structured into three main parts. The first section “Discourse analysis of English for Academic Purposes” contains four papers dealing with the use of English as a Lingua Franca (ELF), modality that has recently emerged referring to the use of English to communicate by speakers of different languages. As Graddol (2006:87) puts it: “ELF suggests a radical reappraisal of the way English is taught, and even if few adopt ELF in its entirety, some of its ideas are likely to influence mainstream teaching and assessment practices in the future”. The hegemony of English as a global language has led to different reactions particularly about its predominance in the academic world (cf. Swales 1997, Crystal 2004, Seidlhofer 2005, Ferguson 2007, Faber 2009). Most opinions tend to highlight the following aspects: first, the fact that many users of English in the world are non-native (three out of four according to Crystal 2003), second, the quality of input from the language and culture of non-native users into English, and third to what extent this non-native contribution is accepted as “good” English. To find plausible answers for questions like these, research studies such as the four papers that are contained in this chapter are most welcome. The first chapter by D. Mendis analyses whether some features of the English variety spoken in Sri Lanka have permeated into the written academic discourse published in English in this country. Mendis gathered a corpus of published material belonging to formal and informal genres and written in Sri Lankan English to investigate particularly the use of phrasal verbs. The phrasal verbs studied seem to have a distinguishing and unique use in Sri Lankan English with no correspondence in standard British English. For contrastive purposes, she also searched a similar corpus of British contemporary English. The results obtained reveal that the use of phrasal verbs is avoided in academic Sri Lankan English, especially in formal academic genres like research articles, no existing thus evidence of local linguistic influence. Conversely, there is a considerable use of Sri Lankan English phrasal verbs in informal genres such as informational texts of a popular nature. Finally, the author draws some conclusions about the prestige of standard British and American English as representing for the time being the preferred languages of “research and scholarship” (cf. p. 23).

The following chapter starts with the paper “The ‘dialectics of change’ as a facet of globalization: Epistemic modality in academic writing”. C. Pérez-Llantada manages to demonstrate how the inclusion of non-native English rhetorical traits is getting accepted in academic research articles published in English. By means of a cross-cultural study of non-native (Spanish) and native (North-American) English research articles on biomedical discourse, she focuses on the frequency and function of lexical epistemic verbs and on other textual patterns -such as phraseology- searched in a corpus. Her goal is to point out linguistic and cultural differences between both by tracking the different rhetorical moves of research articles (IMRaD) established by Swales in three sub-corpora. Her findings show that there is homogeneity in the use of epistemic verbs both between native and non-native scholars, across different sections, which proves the “Englishised” tendency. Despite that, Pérez-Llantada detected important changes in both groups. Thus, Spanish researchers seem to adjust discourse differently, in particular

specific modality and discourse markers. Therefore, a tendency to “hybridity” is pointed out, which may mean “an unconscious resistance to the hegemonic role of English” in the genre of research articles (cf. p.40), as the author remarks.

In Chapter three, F. Salager-Meyer, Alcaraz Ariza and M. Pabón Barbesí shed light on the frequently overlooked and little studied section of acknowledgements, namely they study those published in medical research articles. They maintain that cultural background may influence the nature and expression of acknowledgements and, to prove this, they carry out a cross-cultural analysis of acknowledgments corpora written in Spanish, English and French and published in medical research articles in Spain, France, USA and Venezuela. The data obtained reflect remarkable “backstage solidarity” (cf. p.52) differences that Salager-Meyer et al. attribute to intercultural variability. Thus, while in USA acknowledgments seem to be a conventionalized practice, in Spanish and French these are much less developed by comparison. Nevertheless, as the authors underline, more research is required to further clarify this question in a wider sample.

This section ends with a paper disclosing methodological clues that could be helpful in designing tasks to improve Spanish scholars cross-cultural awareness when writing in English and, hence their chances to publish in international journals. The paper’s main concern is English for research publication purposes (ERPP), considered a budding branch of EAP (English for Academic Purposes). To achieve this aim, A. I. Moreno proposes to enhance the cross-cultural awareness of Spanish scholars by designing tasks based on the type of target audience and on their socio-cultural and cognitive characteristics. Likewise, she suggest that teaching rhetorical and stylistic patterns may cause more difficulty that is likely to be misinterpreted or is inappropriate in academic written English. After reviewing the methods applied in cross-cultural studies on abstracts and research articles, the author advocates for setting up “an inventory of rhetorical and stylistic difficulties whose possible origin could be investigated by follow-up cultural studies” (cf. p.67).

The second part of the book consists of another four chapters and is entitled “Discourse analysis of professional English”. Accordingly, this section examines different types of professional English in action at different world locations. In the first chapter, P. Shaw reviews the half-professional half-academic position of Swedish post-graduate industrial students who receive funding by the companies they work for to pursue doctoral studies. Shaw is interested in exploring the writing aptitudes and attitudes of these professionals who experience a continuous exposure with both academic and professional worlds. His main aim is to “examine their perceptions of the differences between the two writing environments” (cf. p.75). For this purpose, the author interviews the students about the differences they perceive when writing research reports. As a genre, report types can widely vary. For example, there may be academic (laboratory, article, book, project, etc) as well as professional (technical, in-field, architectural, etc.) reports. The author is aware of this diversity and suggests differentiation according to purpose and intended readership. Significant results from this paper are the making of different genre hierarchies depending on each location and

the major role of writing in the academic context which does not correlate in the industrial professional field, since engineers value clarity above all in the transmission of information. As a result, students confirm that rhetorical techniques are more demanding and complicated when writing for the academic world.

In the following chapter of this section, U. Connor, E. M. Goering, M. S. Matthias and R. Mac Neill detail the results of an interdisciplinary study on the sources of information received by a group of patients about their chronic diabetic disease. Additionally, the authors pay attention to the patients' reaction and behaviour according to the information that they consult, specifically examining written information. Their goal is "testing the relationship between the patients' written comprehension of the written prescription information and its relationship to adherence" (cf.p.90). The method followed by Connor et al. consisted of interviews to discriminate whether the patients were adherents or not to the medication prescribed. The participants' ratings about the most useful source of information opted for doctors in the first place in the case of adherers. Written information was used as supplementary and adapted to their needs. The conclusions emphasize the necessity of further investigation and the usefulness and novelty of a patient-centred study.

The next chapter by I. Askehave and K.K. Zethsen deals with the related health question of "patient empowerment", e.g. patients taking charge of their illness and "managing their own health" (cf. p.105). With the aim of analyzing to what extent linguistic choices may achieve the goal of patient empowerment, the authors undertake a textual analysis of two health promotion leaflets distributed by a large British pharmacy chain. Starting from the theory of Critical Discourse Analysis, Askehave and Zethsen suggest that the type of empowerment strategy of these leaflets and the roles assigned in them largely depend on cultural factors, which seems to show how patient empowerment depends on the interests and expectations of the text producers. Since the readers' interpretation and reception of these leaflets have not been considered in the study, the authors note that they would not only depend on the leaflets content but also on the readers' resources and situation.

In the last chapter of this section, P. Garcés-Conejos Blitvitz conducts an analysis on CVS (Corporate Values Statements) applying a genre theory approach. Reviewing the notion of genres framed as part of a discourse system, the author points out that "the CVS genre lays the ground rules and the ideology and performance of the corporation and it is usually put together by top management" (cf. p. 123). The main aim of the empirical study undertaken is to identify the generic description of CVS and the rhetorical -either agentive or self-epistemic self references- strategies whose main function would be the construction of corporate identity. By examining a corpus of CVS taken from the webpage of fifteen multinational companies (all American-based, except the Swedish Atlas Copco), Garcés-Conejos refers to the necessity of considering CVS as an Internet-mediated genre. Interestingly, this characteristic would entail significant repercussions in the genre such as the type and amount of audience addressed, a likely promotional target, as well as the divergence between genre stability with the changing condition of online

discourse. Thus, the end-results highlight a strong connection between the genre, medium and its communicative purpose and also about that the type of community motivates the elements chosen to construct corporate identity.

The third section of the book tackles a crucial side of ESP practice: “EPAP and Pedagogy”. It contains five chapters that cover significant professional and academic aspects. The first chapter by A. Bocanegra-Valle is mostly concerned with the question of material production for the ESP classroom. She outlines and describes key aspects of ESP materials design such as subject-matter content, the value of authentic materials and the importance of materials evaluation focusing on the development of in-house, tailor-made and ad hoc ESP material as a hitherto neglected research area. The author argues for the benefits of adapting materials from other areas and disciplines and about the usefulness of re-arranging levels, aims (grammatical or other), tasks, etc, especially for underdeveloped ESP areas by setting up clarifying guidelines. She also includes realistic examples and adds helpful comments about their possible didactic exploitation to finish up by discussing the challenging position of ESP teachers as materials designers/providers.

The second chapter by J.M. Swales and C. B. Feak addresses the genre of research article abstracts and stresses the advisability to transfer discourse-analytic findings obtained in research to teaching materials and practical tasks. The paper seeks to make learners aware of the rhetorical patterns and strategies used both in the macrostructure and at a micro level of these abstracts according to a top-down approach. With this aim, the authors propose activities extracted or adapted from the book they co-authored in 2009 “Abstracts and the writing of abstracts”. Likewise, they illustrate their examples with useful comments and tips based on their own practice to make the most of the tasks proposed. Thus, the tasks are classified and graduated depending on the subject matter, the level of acquaintance among participants, their progress in self-editing, etc. The conclusions consider the importance of taking into account the students’ perspective in exploring these questions, and the need to provide proper guidance to abstract writers by following the sequence “from analysis to awareness to acquisition” (cf. p. 179).

The following chapter written by R. Breeze draws on a pedagogical experience that consisted of comparing the application of two methodologies to learn essay writing in English among her students. The group that studied textual analysis did exercises on the main linguistic features of the essay genre following a model text of the short essay genre. By contrast, the group that paid attention to rhetorical analysis completed tasks involving a more profound analysis, e.g. going through the writer’s intention or the organization of the material. Finally, to determine the progress of both groups, students had to individually write an essay. In order to obtain valid data, Breeze included a great deal of parameters for essay assessment. The results obtained are encouraging about genre mastery in the rhetorical analysis group. This suggests that the rhetorical top-down approach “may thus open students’ eyes to the purpose underlying the overall textual organisation and the structure that underpins paragraph organisation, helping them to learn practical strategies which can be transferred to new essay titles” (cf. p. 190). The author, also insists on the necessity of increasing accuracy in sentence level writing.

The next chapter of the section, by J. Gimenez, discusses about the relevance of teaching discipline writing in higher education. He supports this view with the results of a survey and with the analysis of three case studies in nursing, midwifery, and social work studies. Gimenez establishes the difference between content specific writing and general academic writing courses. One of the most pressing questions that Gimenez attempts to answer is to what extent disciplinary practices shape discipline-specific writing. As he puts it: “for an examination of discipline-specific academic writing to be really effective, it needs to critically examine the social and disciplinary practices around it” (cf. p.208). This represents a gap in ESP studies currently and it would be useful to bring new research from different disciplines into it. The author pinpoints the most frequent genres in each of the three disciplines and inspects diverse shortcomings entailed in the three case studies under consideration suggesting remedial actions.

The fifth chapter authored by T. Orr, which also closes the book, provides enlightening guidance to foster education in English for Science and Engineering (ESE), a specialty that asks for dedicated professionals. The author details the qualities that an ideal ESE educator should meet and emphasizes the communicative outcomes that engineering students are expected to attain according to audience, level of proficiency, appropriateness, etc. He also provides a useful directory of WebPages specialized in technical communication to end up focusing on the main features and responsibilities of the Center for Language Research which the author directs in Japan. In his conclusion, Orr remarks: “English education in support of students and professionals in science and engineering is a serious endeavor saddled with high expectations for successful results” (cf. p. 228).

In a nutshell, *English for Professional and Academic Purposes* proves to be a rigorous and comprehensive book that offers new insights and outlooks in ESP recent studies. The range of the questions explored and the suitability of the methods used are very likely to arouse the interest both of ESP practitioners and applied linguists alike.

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