Book Review

# Specialised English: New Directions in ESP and EAP Research and Practice by Ken Hyland & Lillian L.C. Wong (2019): Routledge

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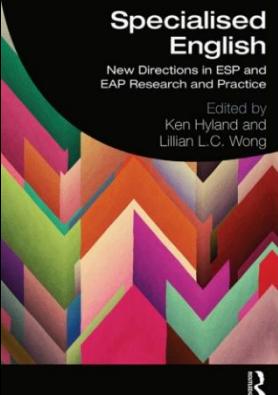
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## INTRODUCTION

The Book "Specialised English: New Directions in ESP and EAP Research and Practice by Ken Hyland & Lillian L.C. Wong (2019): Routledge" is a must-read book for ESP and EAP researchers and practitioners. It consists of three main sections: 1) conceptualizing issues in specialized language use (five chapters), 2) focusing on texts (six chapters), and 3) focusing on practice (six chapters). This book addresses some challenges

in teaching and researching ESP courses across disciplines (Enesi et al., 2021). For example, contextualizing ESP teaching as "workplace English" is currently demanding, thus allowing ESP curriculum developers to formulate and infuse English materials in the workplace (Bhatia & Bremner, 2012).

## SECTION 1. CONCEPTUAL ISSUES IN SPECIALISED LANGUAGE USE

This section consists of five chapters written by experts in the field of ESP and EAP. The beginning chapter discusses the relevance of English as a Lingua Franca from three perspectives by *Anna Mauranen*, followed by *Jane Lockwood* with workplace English, *Vijay K. Bhatia* with the role of genre in professional communication, *John Flowerdue* with power in ESP, *and Alex Ding* with the importance of practitioners identity.

**Chapter 1:** *Anna Mauranen* wrote "Academically Speaking: English as the Lingua Franca" delineates approaches to English as a lingua franca from three perspectives: macro-social, cognitive, and micro-social. The macro-social perspective recognizes English as a language for world citizens, making English the international or global lingua franca (Bhatia et al., 2011; Jenkins, 2006). English as a Lingua Franca (ELF) is recognized as a similect contact, complex, and simple. Similect includes idiolects parallel to one another among speakers of the same language who share a common linguistic heritage. ELF is a complex property, which asserts that languages are self-organizing, dynamic systems working at various temporal and spatial scales. This chapter examined academic ELF from macro, cognitive, and micro-social viewpoints. ELF is shown here as a complicated system and second-order similect touch language. Approximation and fixing shape it and English. They affect morphology, lexis, syntax, and discourse. Approximation, a cognitive process that aims to reach a fuzzy objective, adds diversity to language at the macro level. Fixing creates new preferences for non-standard or rare English expressions that might otherwise go unnoticed. Cognitive processes lead to new settings and language. Even if the old system survives, they will disrupt it and change meaning or form. As complex, self-organizing systems, languages self-renew through approximations and fixes.

**Chapter 2:** *Jane Lockwood* wrote, "What do we mean by workplace in English"? A multilayered syllabus framework for course design and assessment. This chapter coins three main considerations underlay all course formats for teaching workplace English. First, it is technology's impact on communication. Do our Business English courses address how technology is impacting business communication? Most of our students at colleges and universities will attend virtual meetings, possibly in the middle of the night, across several countries. They may be on silent to answer calls, send texts, and multitask. Second, in a world where more L2 business English speakers communicate than L1 speakers, intercultural appropriacy is another worldwide concern. Third, it deals with

language and intercultural behavior to help teachers drive their students integratively and instrumentally.

**Chapter 3:** *Vijay K. Bhatia* wrote: "Genre as Interdiscursive Performance in English for Professional Communication". This chapter explains about critical genre analysis (e.g., interdiscursivity, professional practice, and multi-perspective framework), English for professional communication as interdiscursive performance, illustration of English for professional communication as interdiscursive performance (case summary and core legal issues, court's holding, relevant laws), and the five stages for designing EPC program.

**Chapter 4:** *John Flowerdue* wrote "Power in ESP". This chapter describes six types of power: 1) institutional power and its relevance to the university, 2) institutional power and its relevance to the EAP teachers, 3) the power of English as a lingua franca, 4) power and access to the discourse community and discipline, 5) power and its relevance to the curriculum development, and 6) power and texts.

**Chapter 5:** *Alex Ding* wrote "EAP Practitioners Identity." The chapter briefly describes the systemic processes and relations that shape practitioner identity. The identity-forming consequences of neoliberalism, socialization, education, development, epistemic and cultural capital, associations, and professionalism are examined. The ideational domain forms practitioner identity and this chapter briefly discuss some of the tropes and discourses in the EAP literature regarding practitioners that disclose and shape concerns about status, recognition, role, and place in the field. In conclusion, identities worth forging and committing to are discussed. This chapter exegeses and manifests.

## SECTION 2. FOCUS ON TEXTS

This section consists of six chapters as follows:

**Chapter 6:** *Lynne Flowerdue* wrote, "English as a lingua franca and learner English in disciplinary writing: a corpus perspective." This chapter discusses the conceptual issues in ELF research, learner corpus research, corpus research of ELF, and learner corpus research of disciplinary writing.

**Chapter 7:** Academic Interaction: Where's it all going? By *Ken Hyland*. This chapter examines the evolution of interaction over the past decade, focusing on standpoint and engagement to determine whether academic papers are becoming more interactional and, if so, in what ways and fields. The chapter concludes with four main points: 1) stance and involvement have declined significantly with paper length, 2) attitude markers and boosters have fallen the most, 3) only self-mention and commands increased, 4) sociology and applied linguistics declined while biology and electrical engineering increased.

**Chapter 8:** Exploring critical thinking in academic and professional writing: a genre-based approach By Ian Bruce. He begins the chapter by outlining the definition of critical thinking and genre framework and their relevance to writing pedagogy. From his investigations of five genres, critical thinking (evaluative judgments) in written text requires combining materials from diverse levels. These may use rhetorical movements to organize content. They involve a restricted range of coherence links, including causality and concessive contrast, and metadiscourse mechanisms like hedging and attitude indicators. Non-academic writing uses metaphor and engagement markers. According to this project's findings, research on critical thinking in the text must study more than one linguistic element or category. The results demonstrate the integrated variety of text's levels of knowledge and the usefulness of genre as a method to examine this complexity holistically.

**Chapter 9:** *Averil Coxhead and Thi Ngoc Yen Dang* wrote "Vocabulary in university tutorials and laboratories." The chapter focuses on the extent to which current words or phrases of academic English, including single-word and multiword components, might helps students plan for the vocabulary they encounter in these dynamic, small-group learning settings. This study emphasizes the relevance of high-frequency vocabulary in tutorials and laboratories and the ASWL's strong distribution over spoken academic corpora compared to the AVL and AWL. The functional analysis demonstrates that high-frequency vocabulary in multiword units in tutorials and laboratories is employed in certain patterns for specific reasons. This work improves our understanding of university lexis, particularly word lists.

**Chapter 10:** *Janet Holmes* wrote, "Researching the impact of the culture order' in professional workplace contexts." This chapter examines the complicated ways the "cultural order" affects workplace interaction, including professional identity construction, and shows how discourse analysis can be used to develop teaching and learning materials for new workers.

**Chapter 11:** *Jean Parkinson* wrote "Multimodal students texts: Implication for ESP." This chapter expands upon two analyses of the builders' journal, including movements and photogrammetry of the builders utilizing social semiotic multimodal analysis. The author suggests linking the rhetorical methods with visual meaning must be taught separately in connection with more recognized ESP methodologies emphasizing text structure, such as move analysis.

### SECTION 3. FOCUS ON PRACTICE

**Chapter 12:** *Ann M. Johns* wrote, "Grappling with the personal statement: Transformation, appropriation, and externalization." This chapter focuses on the text production of three varied young students reacting to PS prompts while they seek admission to University of California (UC) campuses, negotiating their identities, cultures, and previous textual interactions.

**Chapter 13:** *Laurence Anthony* wrote "Tools and strategies for data-driven learning (DDL) in the EAP writing classroom." This chapter introduces several issues connected with using DDL. In response to each, practical solutions will be provided that use both new and creative support software technologies and effective classroom learning management approaches. This conversation will result in several significant recommendations and ideas regarding how future software solutions could be designed to improve the efficacy of DDL in EAP situations.

**Chapter 14:** *Lillian L. C. Wong* wrote: "Implementing disciplinary data-driven learning for postgraduate thesis writing." The author begins with a literature review on DDL instruction for postgraduates, then details the corpus's design and functionality and the development of DDL resources to support it. Then, She also examined pupils' and instructors' opinions of utilizing the tools, and then the author addressed the implications of adopting the DDL technique to improve postgraduate thesis writing.

**Chapter 15:** *Jill Northcott* wrote, "Academic writing feedback: Collaboration between subject and EAP specialists." This chapter draws upon and builds on such earlier studies. After reviewing relevant literature from the fields of university education and applied linguistics, with a focus on "writing to understand" contexts, this article examines the topic from the viewpoint of feedback providers, using assessment of anonymous data tutor reviews from different cases of the academic writing classes in question to investigate the characteristics of productive feedback. By comparing and contrasting the feedback provided by EAPs and subject specialists, we identified areas of overlap and determined whether EAPs or subject specialists were more likely to provide useful instructional feedback to students. The results of this study have implications for classroom practice in both the United Kingdom and other countries where English is employed as a language of instruction.

**Chapter 16:** *Ursula Wingate and Eva Ogiermann* wrote: "Directives in academic writing tutorials: How do different teaching styles affect their use?"This chapter compares the tutors' use of less direction between dialogic and monologic approaches. Also, to what extent do they mitigate the tutors' directives, including their sequential position in the talk? The chapter also describes the types and forces of directives. The study also implies

that peer tutors should be trained less on the articulation of commands and more on rendering them the result of a discourse with the pupil.

**Chapter 17:** *Yongyan Li and Margaret Cargill* wrote: "Seeking supervisor collaboration in a school of sciences at a Chinese university." In this chapter, the authors analyze and reflect on an attempt by one of us, Margaret, an experienced English for Research Publication Purposes (ERPP) specialist from Australia who has been dedicated to coaching Chinese scientists on international publication abilities since the early 2000s. Specifically, the attempt concerns their few efforts to promote engagement between English teachers and the school of sciences at a famous Chinese institution.

## CONCLUSION

The book analyses various genres, including research articles, student reports, spontaneous pupil speech, personal comments, builders' diaries, and university tutorials. It presents ties between theory and practice by sampling various research methodologies, practical applications, and theoretical perspectives. Specialised English is required reading for advanced undergraduate and graduate students, researchers in EAP/ESP and applied linguistics, as well as pre-service and in-service teachers and teacher educators.

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