

**LINDE LÓPEZ, ÁNGELES AND CRESPO JIMÉNEZ, ROSALIA (EDS.). 2010.  
PROFESSIONAL ENGLISH IN THE EUROPEAN CONTEXT: THE EHEA  
CHALLENGE. BERN: PETER LANG. 374 PP.**

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This book came to light in the year just when, following the Bologna Process agenda, the new European Higher Education Area (EHEA) was officially launched in the universities in Europe. It was the Bologna Declaration, back in 1999 that set in motion a number of reforms to make Higher Education in Europe more competitive, comparable and coherent. For more than a decade now, European universities have adopted significant changes in order to meet these requirements. The field of Professional English, or English for Specific Purposes (ESP), directly addresses these demands derived from the Bologna Process. Indeed, the increasing significance and interest in relation to ESP is a direct consequence of the new product-oriented higher education system, as well as of our modern globalized society where English has become the lingua franca in most professional and commercial activities. The present volume seeks in many ways to address this undeniably relevant and up-to-date issue.

Skillfully edited by Linde López and Crespo Jiménez, *Professional English in the European Context: the EHEA Challenge* is a collection of contributions that deal with practical and theoretical aspects of ESP teaching and research in higher education, with a special emphasis on how this academic field has to adjust in order to meet the requirements derived from the implementation of the European Higher Education Area. The book aims not only to present a variety of contexts

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and areas of ESP practice and theory, but also to become a “reference and guidance” (10) for those engaged in this challenging task, by providing practical suggestions and indications.

The book is divided into three sections preceded by an introduction by one of the editors. The introduction, written in an engaging manner, is an enlightening section that sets the stage for the chapters to follow. The editor, first of all, briefly brings out the major changes that the implementation of the EHEA demands in higher education. The modern view that “universities are no longer regarded merely as knowledge-oriented institutions, but as more pragmatically product-oriented as well” (9) has brought along enormous changes that range from appropriate curricula and effective instructional techniques to management and financial issues. Universities across Europe now face the challenge to meet these changes. Then, the author devotes a few pages to presenting an overview of the field of ESP including the current controversy surrounding the very name and scope of ESP itself. Whether it should be termed ESP (English for Specific/Special Purposes), EAP (English for Academic Purposes) or EPP (English for Professional Purposes), and whether such courses should include general English are some of the matters that certainly determine the line that this field is following at the moment and, even more precisely, what an ESP course might consist of. As Linde López states, this question “stimulates many focuses of debate with respect to the role of methodology, curriculum design or material design, to mention but a few” (11), which highlights the relevance, significance and promising state of the field in the present academic landscape. This introduction finishes with a section that summarizes and justifies the organization of the book.

The fourteen contributions that comprise *Professional English in the European Context: the EHEA Challenge* are organized in three sections, namely “Issues in ESP Approaches”, “Specialized Language Analyses” and “ESP Students’ Perceptions, Attitudes and Motivation”. The chapters in each of the sections are relatively self-contained, thus allowing the potential reader to focus on the specific field of Professional English they are interested in. Complete lists of references are also provided at the end of each chapter, together with web directions of some relevant online resources at the end of some of them.

Section I includes four contributions. First, Bernardini, Ferraresi and Gaspari in “Institutional academic English in the European context: a web-as-corpus approach to comparing native and non-native language” focus on Italian university websites to analyze and compare the characteristics of institutional English in this academic context. They identify some drawbacks and some aspects that may be improved in order to make Italian university websites more competitive in the new EHEA. Next, “Learner perceptions of online collaboration across cultures: using Wikis in ESP courses in Portugal and in Sweden” by Kuteeva, moves to these other two

countries to offer a comparative study showing the use of wikis as a platform for collaborative writing tasks in Business English courses. In the third contribution, "Teaching and research in Business English: a descriptive approach to the Spanish context", Felices Lago provides the reader with a detailed account of the present situation of Business and Economic English teaching and research in Spain, focusing on an analysis of the programmes of some courses and masters' degrees in Spanish institutions. By doing so, the author shows the current trends in this field in the Spanish context. Finally, Pérez Cañado's "Adapting professional English to the EHEA: the case of English for Tourism" illustrates the changes undertaken in the specific area of English for Tourism in the new degree in the University of Jaén in order to meet Bologna standards. These changes include not only objectives and methodology but also types of grouping, learning modalities, teacher and student coordination or evaluation.

Section II groups six contributions that address the study of Professional English genres and registers. To begin with, Balterio intends to bring to the fore the language of the textile industry, to which, the author claims, little attention has been paid, by analyzing the word-formation mechanisms at stake in this field. Her contribution, titled "Foreign words in the English of textiles" offers a detailed account of the variety of languages from which English has borrowed textile terminology, from Romance and Germanic languages to Afro-Asiatic, Sino-Tibetan or Eskimo languages. The second chapter in this section moves the focus of attention to the shipping industry. Bocanegra-Valle's contribution, "Global markets, global challenges: the position of Maritime English in today's shipping industry", highlights the relevance of conforming Maritime English teaching to the new globalized world, emphasizing how closely it is related to safety, efficient trading and optimal work performance in the increasingly frequent multilingual and multicultural crews (152). Next, Campos's study, "Going beyond the obvious in English for Legal Purposes: a few remarks on International Legal English as a Lingua Franca in Europe", explores some of the problems in Legal English teaching in Europe when it comes to the use of different linguistic varieties of legal English (England and the United States vs. European Union). In his view, courses, materials and methodology fail to present Legal English as a true lingua franca in the legal world. The next contribution, by Crespo Jiménez, is titled "Describing Science Texts: identifying multi-worded terms on the basis of their collocational behavior". The author shows the process of compiling a specialized corpus based on university textbooks in the field of engineering, part of a wider project. This *ad hoc* corpus, the author claims (195), seeks to become useful teaching material helping students in their reading comprehension process by offering collocates and multi-worded terms in this specialized field. The contribution by Pérez-Paredes, "Ontologies and the study of Legal English", turns our attention

again to the field of law. His contribution appeals for the use of ontologies as useful tools in Legal English teaching as they offer a wider, more complex and contextualized information of legal terms, as opposed to dictionary entries (236). The author surveys some already existing ontologies in this field. The final chapter in this section, “A three-level multidimensional approach to Aeroenglish: distinctive features and professional uses” by Sancho Guinda, explores the complex semiotic system that characterizes Aeronautical English. Her findings point to the fact that disciplinary codes are more than lexical technolets in the sense that they help create discursive communities. Particularly in the aeronautical sector, Sancho Guinda claims for a notable intra-communal diversity.

Finally, section III gathers four contributions that address issues of students’ perceptions, attitudes and motivation in relation to a variety of ESP fields. The first chapter in this section is “An analysis of engineering students’ perceptions after developing a collaborative technical writing project”. Aguilar and Barahona report on the results of questionnaires administered to a group of engineering students enrolled on a technical writing communication course. Results showed that collaborative writing was highly valued by students and resulted in better group writing performance. Thus, as a kind of collaborative work, this type of projects should be promoted as part of EHEA methodology. Next, Linde López’s “A study of perceptions of English interlanguage pragmatics in the ESP context” also reports on the results of two questionnaires administered to students in the fields of Business, Political Sciences, Labour Relations and Health Sciences with the aim of analyzing students’ pragmatic knowledge in relation to apologies and requests. Results led the author to highlight the need to include the teaching of pragmatic aspects in ESP courses in order for students to successfully interact internationally. The third contribution in this section, “Motivation in English language learning for future use in a specific professional field” by Martínez Vela, uses the results of some questionnaires to design communicative exercises that can be motivating to technical students. Results brought out the contrast between the perceived low level of performance in English and the students’ high desire to be communicatively competent. The communicative exercise designed, an oral presentation, proved to be very profitable and satisfactory. The third section finishes with an empirical study by Stephenson and Hewitt titled “Foreign language anxiety in Spanish students of English for Professional Purposes: its relationships with self-assessed levels, with expectations of success, and with actual performance in the four skills”. As the title suggests, the authors sought to identify the connection between learners’ anxiety and a number of variables, administering questionnaires and four exams to ESP learners. Higher levels of anxiety were usually connected with lower proficiency in the four skills and perception of poorer performance in the end-of-semester exams. Therefore, teachers of English in the ESP fields should create

positive students' self-perceptions of their level of English, thus lessening their language anxiety and, thus, improving and promoting language learning.

In terms of the book's organization, it is well structured and the style is clear. Text is illustrated and enriched, whenever necessary, with tables, charts and graphs that help visualize and understand the data presented by the authors. Such is the case, for example, of the contributions by Bernardini, Ferraresi and Gaspari, Pérez Cañado or Stephenson and Hewitt. In addition, the chapters by Kuteeva and by Pérez-Paredes include screenshots that show, in the chapter by Kuteeva, digital material, more precisely a wiki, designed by the author for a Business English course. On the other hand, Pérez-Paredes presents screenshots of other digital resources exploitable in Legal English instruction. Finally, some other chapters incorporate appendixes showing relevant material employed by the researchers during the investigation, such as course programs in Felices Lago's contribution, students' materials in the chapter by Martínez Vela, and questionnaires and assessment sheets in the contribution by Aguilar and Barahona. All these features are not superficial ornaments, but rather welcome and helpful elements that certainly make the volume more accessible and reader-friendly.

Although this is the first volume edited by Linde López and Crespo Jiménez on the new European Higher Education Area, both scholars have extensively researched and published in the field of ESP. They also have a long teaching experience in diverse areas of Professional English, both at undergraduate and graduate courses at the University of Granada. Similarly, the contributions selected to comprise the present volume are authored by scholars with a broad experience in the field.

A further strength of the book lies in the broad spectrum of ESP areas covered, either from a theoretical or practical view, ranging from tourism to the textile industry, from law and business to shipping trade and aviation, just to point out a few. Readers from the different fields of Professional English will most probably find at least one chapter directly addressing their focus of interest.

Though the editors claim to present an "overview of professional English in the current academic landscape in Europe" (10), the number of Spanish-based contributions and contributors highly outnumbers those from other parts of Europe. Out of fourteen contributions, only two of them are by authors based in countries other than Spain. Likewise, the teaching experiences presented basically portray the Spanish University, discussing and evaluating teaching practices and materials in the Universities of Murcia, Barcelona, Granada and Jaen. There are but three papers that deal with other academic contexts, namely those of Italy (the research carried out by Bernardini, Ferraresi and Gaspari), Portugal and Sweden (by Kuteeva), and England, apart from Spain (in the comparative analysis by Campos-Pardillos). Readers would have benefited from a more comprehensive

overview of higher education institutions all over the EHEA. This is nonetheless a minor shortcoming that should not detract from the fact that Linde López and Crespo Jiménez's volume is a valuable contribution to the field.

In addition, I should mention other minor problems that seem to be due to typographical and editing mistakes. For example, an extra "from" in "the word comes from ultimately from Russian" on p. 146, and more regrettably, the repetition of p. 373 in place of the corresponding contents for p. 371 which leaves the reader without valuable information about some of the contributors to the volume, specifically about Felices Lago, Ferraresi, Gaspari and Hewitt. In this sense, a more carefully revised second edition would be welcome.

On the whole, *Professional English in the European Context: the EHEA Challenge* is highly recommendable not only to understand the challenge that European University as a whole is facing at the moment, but also as a useful collection of empirical experiences for those engaged in ESP teaching. Hence, the book fully attains its goal of both presenting theoretical basis and practical experience on ESP in the new European Higher Education scenario as derived from the implementation of the Bologna process. It is a welcome and useful addition to the growing set of published materials on the new EHEA. Thus, it is unquestionably timely and pertinent.

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