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Book Review

Towards a New Paradigm for English Language Teaching: English for Specific Purposes in Asia and Beyond

Hajime Terauchi, Judy Noguchi and Akira Tajino (Eds.), 2020

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The ESP literature, as emphasized in the most recent seminal paper of Helen Basturkmen (2021), is “rich in case studies of teaching that report practices in one setting” (p.5). And *Towards a New Paradigm for English Language Teaching: English for Specific Purposes in Asia and Beyond*, a volume co-edited by Hajime Terauchi, Judy Noguchi and Akira Tajino, is one example. This volume is a collection of contributions that look into a practical approach to English for Specific Purposes (ESP) classroom that underscores the importance of instilling into language learners the awareness and acceptance of reality towards achieving their goals and acquiring solid language skills. It also introduces some new orientations and pedagogical perspectives in teaching English for Specific Purposes in Japan and in other Asian regions while covering a variety of themes, including genre analysis, corpus linguistics, native speakerism, English as a lingua franca (EFL), English for academic purposes (EAP), English as a business lingua franca (BELF), discourse community, and many others, supported by illustrative examples from both educational contexts and situations, and business settings. The volume opens with a Foreword and an Introduction titled *Why this book now?* followed by three parts, namely, Part 1: *Key concepts in ESP*, Part 2: *ESP in East Asia: Overview and examples*, and Part 3: *ESP practice: Suggestions from Japan*. Each part provides a comprehensive portrayal of ESP key concepts and structural elements made clear and distinct by the representations from diverse ESP local educational contexts and practices, their challenges and achievements.

Part 1 of the book opens with Chapter 1 by Judy Noguchi, who gives a brief review of the history of English language teaching with a particular emphasis on the fundamental language theories, concepts, ideas, and ‘innovative’ approaches that originated in response to ‘the overwhelming demand for effective language teaching’ (p.10) and substantially contributed to the development of ESP globally and locally. These involve but are not limited to such ideas as cultural awareness, the relationship between language and culture, which, according to the author, add towards a new ESP-informed paradigm for English language teaching. This paradigm, as explained by Noguchi, is about ‘teaching English for professional use’ (p.13). However, it is also about ‘how English can be taught by focusing on the texts themselves but with leeway for the learners to use knowledge and

experiences from their own language and cultural backgrounds to give expression to new ways of thinking and viewing the world (p.13).

Highlighting the most recent work in ESP teaching, learning and assessment, other chapters in this part are situated in the Asian context. They cover a wide range of very engaging discussions on ESP related themes, for example, historical and contemporary review of ESP education and practice in Japan supported by statistical data from tertiary education level as in Chapter 2 by Hajime Terauchi; ELF (English as a lingua franca) in business with a focus on dynamics of teaching for business interactions as in Chapter 5 by Anne Kankaanranta; ESP curriculum development at a research-oriented university in Japan as in Chapter 7 by Sayako Maswana and Akira Tajino. Thought on assessment on discipline-specific academic English (Chapter 6 by Neil Murray), as well as such concepts that construct a foundation for a systems approach in professional communication skills and abilities' acquisition in the context of "non-local EFL interactions" (Kankaanranta, 2020, p.41), as discourse community and genre, is also invited.

Departing from a report on EAP research in the context of higher education in Japan, Chapter 8 by Yuka Iijima, Sachi Takahashi, Atsuko Watanabe and Hironori Watariin engages the readership of Part 2 in exploring some recent ESP movements in East Asian countries. To illustrate, Chapters 9 through 12, while covering a range of topics from the primary to the tertiary education levels, discuss ESP teaching and learning situation in the Republic of Korea (South Korea), the People's Republic of China (China), the Hong Kong Special Administrative Region of the People's Republic of China (Hong Kong) and the Republic of China (Taiwan). In more detail, Chapter 9 by Jihyeon Jeon and Yoonhee Choe uses all relevant ESP studies across a variety of disciplinary areas and local journal publications to give a comprehensive look at ESP in South Korea. The provided data-driven categories include such perspectives, as, for example, ESP studies published by year, ESP studies by discourse types, ESP studies by research topic, and ESP studies by research method. The review is very detailed and comprehensive and makes it possible to reveal the current status quo of ESP in the country and discuss its future, which, according to the author, should be 'cross-national' in its nature to "compare and analyze the ESP status and classification system in Asian countries" (p.102). In a similar tune for ESP practice and research field, Chapter 10 by Jie Shi, Jigang Cai, Jianying Du, and Liwen Li examines ESP/EAP developments and practice in China exemplified from the historical perspective and by the three case studies in fields of science and technology and humanities.

A historical approach is also introduced in Chapter 11 EAP in Hong Kong by Julia Chen. The author discusses such topics as colonial background and language policy, language use in Hong Kong, recent major changes in language policy, among others, and looks further ahead, pointing out to English maintaining its prestigious role in future as the language of academia and business communication. ESP/ESAP in Taiwan is discussed in Chapter 12 by Shin-Mei Kao. In addition to a historical overview and examination of language learners' needs, current ESP situation, models of ESP curricula, assessment and perspectives discussed in other chapters of this part of the volume, the author focuses on the roles and identities of ESP teachers and joins a heated debate on the topic with some examples from the Taiwanese context.

A comprehensive analysis of ESP practices in Japan is provided in Chapters 13 through 18 in Part 3. These chapters of the book highlight EAP and ESP instructional issues at different education levels, including primary, secondary, undergraduate and postgraduate levels (Chapters 13 through 15), and also focus on contemporary practices of English for Business Purposes (Chapters 16 through 18). To exemplify, in Chapter 13, ESP in primary and secondary education by Hiroshi Yamada and Sayako Maswana, a close examination of the most recent guidelines reform in Japanese primary and secondary schools is provided. In particular, the authors conduct the comparative analysis of two instructional approaches, namely, project-based learning and problem-based learning, and discuss

their pedagogical applications. They also put forward the idea of introducing ESP in an earlier stage of education and review pedagogical implications from a genre-based ESP perspective. From the authors' standpoint, "the introduction of a genre-based ESP approach prior to tertiary education can help students understand, or at least raise their awareness of, the concept of genre and enable them to smoothly continue on to English for academic purposes (EAP) studies at the university level" (p.141).

As noted in Chapter 14, EAP in undergraduate education by Sachi Takahashi, Toshiyuki Kanamaru and Yuka Iijima, "EAP education in Japan is largely in the exploratory stage in terms of an organic link between the EAP and disciplinary curricula, pedagogical materials suitable for the Japanese university context, and systematic quality enhancement and EAP practitioners' professional development" (p.152). This makes this chapter that looks at the practical issues of ESP at Kyoto University and Dokkyo University very engaging. Judy Noguchi and Masako Terui, authors of Chapter 15 EAP in postgraduate education, argue that one essential factor for Japan to remain competitive and advantageous in human resources development is "the effective and efficient teaching of English as a lingua franca for academic purposes" (p.164). This argument is supported with detailed evidence of applying a genre-based approach to enhancing postgraduate medical students' communication skills at a large research-oriented university in Japan. In Chapter 16 by Reiko Fujita, ESP for tourism is explored. The author, firstly, provides a comprehensive review of the most prominent studies in the field of English for tourism and hospitality in the Asian context and then discusses some related issues. The discussion is supported by the research results of needs analysis at a local tourist destination. This chapter is followed by Chapter 17, titled English for business purposes (EBP). Its authors, Hisashi Naito and Hajime Terauchi explore teaching and learning of English for trade fairs, based on an ESP approach illustrated by a case study from a business management department at one private Japanese university. The provided discussion and research findings of the genres of business meetings and the difficulties associated with different meeting types clearly demonstrate the need to facilitate ESP learners' listening skills and ability to understand a wide variety of Englishes.

Chapter 18 by Masaki Yamada, Hajime Terauchi and Kosuke Miki is the final chapter of Part 3. Titled Materials development for EBP presents a self-learning platform developed to mitigate difficulties associated with business meetings, such as, for example, understanding different English accents. The concluding remarks and an overview of the new horizons for ESP are provided in the volume's Epilogue. When considering all the work recounted in the volume, it is not hard to agree that "much effort has been expended in the development of ESP in Asia" (p.202), and this effort is worth documenting and sharing because of the offered insights and innovative ideas.

In general, *Towards a New Paradigm for English Language Teaching: English for Specific Purposes in Asia and Beyond* is a very interesting and thought-provoking publication. Concurring with the main objective of ESP which has always been to "prepare students to use English in scholarly, professional, or working environments" (Basturkmen, 2006, p.17), it appears to be pioneering in research related to identifying a new meaningful perspective for English language teaching and to discovering more effective ways for determining language learners and community needs (Tarnopolsky & Vysselko, 2014). Thus, it could be a valuable source of pedagogical knowledge about teaching, learning and life-long language education and provide insights for a broader ESP teaching and research community. The volume is also of value because of the suggested "discourse community" model of language use. Such a model deconstructs the aim for a 'native speaker' model in traditional ESP classrooms and creates a new and viable target for ESP teaching and learning.

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