

BEYOND THE UNIVERSE OF LANGUAGES FOR SPECIFIC PURPOSES: THE 21ST CENTURY PERSPECTIVE

Mary Frances Litzler, Jesús García Laborda, Cristina Tejedor Martínez, eds.
(by Jarosław Krajka. Maria Curie-Skłodowska University, Lublin, and Daniel Martín González. Harvard University and Universidad Complutense de Madrid)
jarek.krajka@wp.pl
danielma@ucm.es

137

General description

The book *Beyond the Universe of Languages for Specific Purposes* is a collection of 29 short papers (around 4 pages each), mostly in English, with a few articles in Spanish and one in French, dealing with a wide range of topics related to Languages for Specific Purposes (hereinafter LSP). The papers included in the book cover a whole variety of LSP-related issues such as learning and teaching, materials design, and activity selection.

The book is subdivided into three roughly equal parts – “Teaching of LSPs” (11 papers), “Linguistics” (9 papers), and “Translation” (9 papers). Overall, these sections are similar in structure, scope and length, with an even-handed balance of theoretical considerations and practical investigations. However, the contents of the book vary quite a lot in terms of article structure: whereas many papers follow the standard format of research articles (problem statement, literature review, methods and materials, results and findings), others resemble research reports, describing in a more subjective and descriptive fashion what was done, without observing the scientific rigour of a particular research design. Most of these papers share a drastic reduction of sample data, due to limitations of space.

Summary of the book's contents

The first part of the book, entitled "Teaching of LSPs", contains 11 articles (9 in English, 2 in Spanish), related to the following aspects:

1. Collaborative learning (interuniversity interaction and intercultural learning – Crespo; wiki-mediated collaborative learning – Rubio Cuenca; project-based collaborative learning and IT – García Esteban).
2. Psychological aspects of language learning (emotions – Santamaría García; ESP's learner motivation – Alberola Colomar).
3. CLIL in higher education contexts (Barreiro Elorza and Sancho Guinda; Bellés-Fortuño and Ferrer Alcantud).
4. ESP curriculum development (English for Policing – Torregrosa and Sánchez-Reyes; intercultural sensitivity – Ruggiero).
5. Phonemic awareness in L2 young learners (Rábano and Hernández Barriopedro).
6. Data-Driven Learning (Curado Fuentes).

138

The articles in the first part present a vast array of perspectives and differ somewhat in scope and type, some with much richer data and experimental treatment (Alberola Colomar, Curado Fuentes, Rábano Llamas and Hernández Barriopedro), others more structured as a research report in progress (e.g. Barreiro Elorza and Sancho Guinda). Two papers in this section might be highlighted: Torregosa and Sánchez-Reyes' "Incorporating Problem-Oriented Policing Methodologies into the Syllabus of English for Law Enforcement Course" and Ruggiero's "The Creating Communities, Engaged Scholarship Project (CruCES): Findings of a Study on Intercultural Sensitivity and Community Service Learning". Both papers are worth highlighting here due to their interesting topic formulation, innovative research and novel theoretical frameworks. In the same section are Santamaría García's "Emotions and Classroom Management" and Rábano Llamas and Hernández Barriopedro's "Teaching L2 Sounds to Very Young Learners", which are highly interesting in scope and have important implications for classroom teaching. However, they might have fitted better in the "Linguistics" section on account of their complex theoretical underpinnings.

The second section of the book is entitled "Linguistics" and it brings together 9 papers (6 in Spanish, 2 in English and one in French) that approach different linguistic theories that nurture the methodology of LSP teaching and learning. The articles here deal with topics such as the application of cognitive linguistics and semantic mapping to teaching Spanish as an L2 (Narvajas Colón), different strategies for translating medical terminology between German and Spanish (Burgos Cuadrillero and

Rohr Schrade), an analysis of Anglicisms in teaching marketing at university level (López Zurita), a critical discourse analysis of branding in Spanish politics (Negro), English loans in Spanish tabloids (Vázquez Amador and Lario de Oñate), an analysis of the way Colombia is portrayed in Spanish newspapers (Quijano and Westall), metaphor extension in the creation of scientific terms (Durán Escribano and Argüelles Álvarez), a multimodal analysis of metaphors of wine (Molina-Plaza), and a study of frequency and visual cues to help develop reading skills (Dogoriti and Vyzas).

The “Linguistics” section contains some of the best articles in the volume, as it perfectly condenses the essence of the book: how different linguistic theories support LSP, specifically teaching and translating. However, this section does not solely address the two big applications of linguistics: teaching (Narvajas Colón) and translation (Burgos Cuadrillero and Rohr Schrade; López Zurita; Vázquez Amador and Lario de Oñate) but it also covers topics such as critical discourse analysis (Negro; Quijano and Westall), cognitive processing (Dogoriti and Vyzas), and it links translation to other branches of linguistic studies such as intercultural semiotics (Molina-Plaza) and cognitive semantics (Durán Escribano and Argüelles Álvarez).

Several papers could be highlighted in this section. Narvajas Colón provides an excellent overview of recent trends in language acquisition by approaching it in terms of a link between cognitive processing and social factors, increasingly popular over the last decade, and often grouped under the heading of “Cognitive Sociolinguistics” (Kristiansen and Dirven 2008; Kristiansen and Geeraerts 2013). Negro analyses how politicians see themselves as products that buyers pay for in terms of votes in what is possibly one of the best articles in the volume and written with great elegance. It goes beyond LSP by applying a cognitive linguistic theory to social studies while keeping focus on language as a specific field of study.

Two other papers that are particularly worth mentioning in the “Linguistics” section are “Cross-Disciplinary Metaphorical Meaning Extension in the Creation of New Scientific Terms” by Durán Escribano and Argüelles Álvarez and “Multimodal Metaphors on the Spanish Technical Discourse of Wine: An Overview” by Molina-Plaza. The former shows the use of Fauconnier’s (1997) mappings to discuss metaphors encountered in texts from different areas of Science and Technology, while the latter illustrates the implementation of Forceville’s (2009) concept of multimodal metaphor to explain and understand innovative uses of language in advertising discourse in the highly interesting area of Winespeak.

The third part of the book is devoted to translation, covering such aspects as the use of translational strategies for rendering the imperative in guidebooks (Santamaría Urbieta), implementation of informant rating in the process of developing translation competence (Okoniewska), analysis of argument structure when translating abstracts (Montemayor-Borsinger), strategies for translating new words de-

rived from the socio-economic situation in the European Union (Valero-Garcés), confronting taxonomies and frameworks for measuring quality in professional translation (Martínez Mateo), evaluating Computer-Assisted Translation tools based on user preferences (Zaretskaya), challenges when translating from/to German/Spanish (Serra Pfennig), the creation of videogames for learning a foreign language (Lucía Gómez), and an analysis of the visual mode in car commercials (Cortés de los Ríos and Bretones Callejas).

One paper that is worth highlighting here is Zaretskaya's "A quantitative method for evaluation of CAT tools based on user preferences", as it tackles an extremely important issue in present-day research in translation, namely translation software, by confronting both commercial and free CAT tools according to criteria-based user rating within the three areas of Functionality, Adaptability and Interoperability. Lucía Gómez' "Videogame Design in Java with Artificial Intelligence for Teaching English and Spanish as a Second Language", though referring to a highly innovative topic and showing the author's enormous computer expertise, clearly stands apart from the rest of the volume in terms of structure and academic quality, being more of a step-by-step computer tutorial, without methodology or previous literature, written in a more informal and 'first-person' style. Some readers may cast doubt on why this article is included in the "Translation" section of the volume, as it does not clearly address any translation issue at first hand.

140

Evaluation

Beyond the Universe of Language for Specific Purposes: The 21st Century Perspective is an important book for the development of teaching, linguistic analysis and translation within different areas of specialized language due to the extremely wide range of topics, contexts and perspectives represented in the volume. Rather than give definitive answers, which would be hard in the relatively confined space of articles, the contributors indicate directions of further research, summarize previous studies or offer a glimpse of what research can be done to solve particular problems. Thus, *Beyond the Universe of Languages for Specific Purposes* does go, indeed, beyond that traditional LSP teaching and learning context, by showing how linguistic analysis and translation studies can combine to produce successful specialized language acquisition.

The book is not free of minor shortcomings, which are, most probably, hard to avoid in a project of such a wide scope involving so many authors representing diverse research perspectives and backgrounds. The title itself may be criticised. It draws attention to the field of Languages for Specific Purposes, but could also alert

its potential readers to the area of translation studies, which is covered quite comprehensively in the volume. Reworking the title to include both teaching and translation, within specialized domains of language use, would have been a helpful guide to the academic community.

A second criticism refers to the way the book is structured, as well as to how articles are selected and placed in one of three parts. It is debatable whether designating the second part “Linguistics” is appropriate since the entire volume deals with linguistic studies. The book’s sections might be better named “Defining LSPs”, “Teaching LSPs” and “Translating LSPs”, thus designating common ground and ensuring parallelism of structure. Likewise, the inclusion of certain articles could be questioned, such as the paper by Santamaría García on emotions and classroom management and Rábano Llamas and Hernández Barriopedro’s paper on the use of Text-to-Speech synthesis in teaching children, which only pertain to the teaching section in virtue of their titles, not their contents. As might be expected, the heterogeneity of the book in terms of topics and research perspectives also means varied approaches to research paper structure. A more uniform way of presenting the data and conclusions would make for much easier replication in future research.

Finally, no book will manage to avoid minor flaws, occasional typos, mistaken numbers in headings, visuals sometimes of weak quality and too small print, and a switched order of two articles in the Table of Contents. These minor shortcomings, however, do not undermine the scientific value of the volume, which must be clearly regarded as an important contribution in the field of researching, teaching and translating LSP, and the vast array of topics covered in this volume achieves the purpose of portraying a universe that goes beyond traditional approaches to Languages for Specific Purposes.

Works cited

-
- FAUCONNIER, Gilles. 1997. *Mappings in Thought and Language*. Cambridge: Cambridge U.P.
- FORCEVILLE, Charles. 2009. “Non-verbal and Multimodal Metaphor in a Cognitivist Framework: Agendas for Research”. In Forceville, Charles and Eduardo Urios-Aparisi (eds.) *Multimodal Metaphor*. Berlin: Walter de Gruyter: 19-42.
- KRISTIANSEN, Gitte and René DIRVEN. (eds.) 2008. *Cognitive Sociolinguistics: Language Variation, Cultural Models, Social Systems*. Berlin and New York: Mouton de Gruyter.
- KRISTIANSEN, Gitte and Dirk GEERAERTS. (eds.) 2013. “Contexts of Use in Cognitive Sociolinguistics”. *Journal of Pragmatics* 52: 1-104.