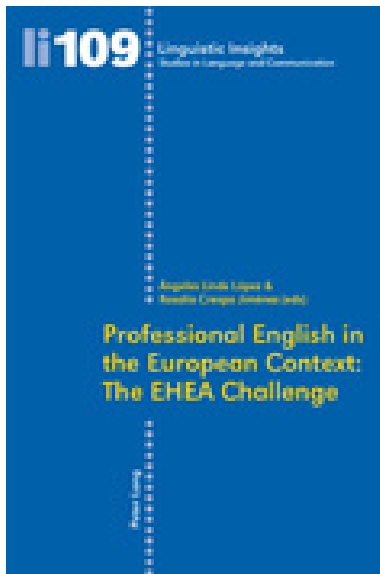


Book Review



Professional English in the European Context: The EHEA Challenge

Ángeles Linde López & Rosalía Crespo Jiménez (eds.)

In the series Linguistic Insights, Studies in Language and Communication, Vol. 109.

Peter Lang AG., Switzerland (2009), 374 p.

ISBN: 978-3-0343-0088-9 pb.

www.peterlang.com

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The volume addresses a number of significant issues for professional English education in the European Higher Education Area (EHEA) at the beginning of the 21st century, and in the introduction to the volume, López appropriately points out the five main challenges that tertiary education in general and EPP in particular will be faced with at this point: expansion and diversification, fiscal pressure, orientation of the market, accountability, and quality and efficiency. These five challenges are addressed as vital to the positioning of EPP in the EHEA framework for the years ahead.

The volume is organized into three main sections, focusing on issues in English for Professional Purposes (EPP) approaches, examples of specialized language analyses, and EPP students' perceptions, attitudes and motivation.

The four contributions in the EPP approaches section takes two relevant foci into consideration, firstly the usefulness of ICT in the study, teaching and learning of EPP (and



beyond), and secondly a more education policy-oriented view of the situation and possible future directions for EPP in the EHEA. The four contributions in this section contain interesting, relevant and instructional examples of the issues addressed and attempt to point a direction ahead for the EPP area in a European context with the challenges and possibilities held there.

The specialized language analyses section contains six very different contributions to the study of EPP genres and registers; the section addresses as diverse examples as textile English, maritime English, legal English (two contributions), science English and aero English – here the relevance of looking to the five main challenges, particularly those of market orientation, accountability and quality and efficiency becomes especially pertinent, and the contributions are significant towards positioning EPP in the consciousness of the tertiary education sector and its customers.

The third section explores different perspectives on students' perceptions, attitudes and motivation towards both learning and using EPP in connection with their studies and upon graduation. This reviewer finds this section particularly interesting since it reflects the growing realization among tertiary education sector teachers that first of all tertiary education teaching and learning should be seen as a process that takes place in collaboration among students as well as between students and teachers, and secondly it ties in well with the fact that especially ICT tools have been proving themselves in recent years as tools that do indeed support this collaboration process.

In the opinion of this reviewer, the current volume is well worth reading, since it provides a solid and updated 'snapshot' of the current situation of the field of EPP in EHEA and points to interesting and relevant ways ahead for a further development of and within the field; my only small regret is that the volume reflects very little of what goes on in the field in Northern or Eastern Europe – the contributions demonstrate clearly that the researchers of the field in the southern part of Europe are doing high-quality, cutting-edge work in the area, which is highly important, and I can only hope that a possible future follow-up volume would show that the research going on in other parts of Europe is equally relevant and contributing to a pan-European development in the field.
