Sergio Maruenda-Bataller and Begoña Clavel-Arroitia (eds.) (2011): *Multiple Voices in Academic and Professional Discourse: Current Issues in Specialised Language Research, Teaching and New Technologies*. **Newcastle upon Tyne: Cambridge Scholars Publishing. 673 pages.**

Reviewed by Mª Ángeles Ruiz Moneva
University of Zaragoza

Being still a somehow young area of research and teaching –which is shown by the pioneering works of authors such as Trimble (1985), Hutchinson and Waters (1987), or Swales (1990, 1988), and in Spain by Alcaraz (2000); the latter author the authentic *alma mater* of the IULMA, the Institut Interuniversitari de Llengües Modernes Aplicades, or the Inter-University Institute of Applied Modern Languages, where the work under analysis has to be contextualised–, yet there can be no doubt nowadays that Languages for Specific Purposes (LSP) has become one of the areas of widest interest within linguistic studies.

The work edited by Maruenda-Bataller and Clavel-Arroitia will therefore appeal and be of interest to a wide discourse community of readers. Concretely, the work addresses many different perspectives upon Languages for Academic Purposes (LAP) and also upon Languages for Professional Purposes (LPP). Thus, not only does the work offer insights into ESP –being though a majority–, but also, at the same time, some of the papers contained in it address the use of other languages either for professional or academic purposes –such as Spanish, German, or French, and even some more minority vernacular languages, such as Basque. This work will therefore be of interest to a broad and multifarious audience. This is so not only because of the different languages being approached. Most importantly, the book dwells upon a wide selection of discourse genres, and also upon a broad, though representative, and currently hotly-debated range of topics within academic and professional discourse.

The work is structured into three different parts, devoted, respectively, to "Discourse Analysis in Professional and Academic Genres" –which comprises the first twenty-one chapters of the work–; to "Specialised Translation, Lexicography and Terminology" – following with seventeen different chapters–; and finally, a section focusing upon "New Technologies in Teaching and Research within the Field of FLT", which stretches from Chapter Thirty-Eight to the final Fifty-Eight. The authors belong mostly to Spanish Universities, so that another asset of the work is that it shows the invigorating strength of this field of study in Spain. Even so, because of the thoroughness and width of analysis, the work being reviewed will necessarily be regarded as an indispensable tool for the study of LAP and LPP worldwide. The three parts that constitute the work may be said to stand for some of the most outspread tendencies in the study of Languages for Specific Purposes.

Thus, the chapters constituting the first part of the book deal with specialised texts in terms of *genres*, in so far as these stand for forms of mediation between social situations and the texts that strategically respond to the demands called for by such

situations (Swales, 2009). In this way, the work is inscribed within some of the most widespread and fruitful tendencies in the study of specialised discourse. Interestingly, different perspectives on genre as a theoretical concept are offered by the editors –like Swales (2009, 2004, 1990, 1988) or Bhatia (2008, 2004, 2001, 1993), in the Anglo-Saxon context, who tend to stress the social practices leading to the institutionalisation of certain textual formats which are expected to fulfil definite functions; or Parodi (2010a, 2010b), who calls for a multi-dimensional approach to genres, taking into account their social, cognitive and linguistic aspects.

Even though they share this general treatment of genres in professional and academic settings, the aims and perspectives adopted are varied. We shall attempt to group the papers that are included in this section, into the following categories or themes: first, papers dwelling upon academic genres; second, articles coping with different aspects of specialised discourses; third, papers dealing with linguistic and discourse themes; fourth, works tackling with topics connected with learning; fifth, chapters dealing with different aspects of mass media, particularly the press; and sixth, papers showing different facets of multimodality.

Chapters 3 and 5, authored by Gea-Valor and by Carbonell-Olivares, respectively, address two very particular and interesting genres of academic discourse, namely, blurbs of English dictionaries and Ph.D Theses. More concretely, Gea-Valor undertakes a detailed analysis of dictionary blurbs as textual genres, and shows how they are user-oriented. In turn, Carbonell-Olivares carries out a contrastive study of acknowledgements in PhdD Theses in English and Spanish, on the basis of Hyland"s model (2004, 2003).

An important number of papers of this first part are devoted to different topics related with specialised discourses. Thus, Pacheco Baldó (ch. 6) addresses aspects of linguistic politeness in intercultural business negotiations, between Spanish and British speakers. Ivorra Pérez (ch. 9) also deals with business intercultural communication between Spanish and English speakers, this time focusing upon a branch of trade of high interest in Alicante, one of the settings where IULMA develops its research, as is the toy industry. Concretely, Ivorra focuses upon the cultural dimension of gender and its impact on the communicative style of web pages of British and Spanish toy enterprises.

Biomedical sciences also have an important space of research in this section. Also within an overall intercultural framework, which has to be seen in the wider context of the current globalisation of scientific investigation, and within some of the most outstanding trends of analysis within academic discourse –as is the research article– Oana Maria Carciu (ch. 14) approaches the use of negation in the introductory section of L1 and L2 research articles, where the author must have intended to create the research territory, as described by Swales (1990), and which must have also been intended to foster the diffusion of the investigation undertaken, its visibility and promotion (Bhatia, 2004).

Other fields addressed from interlinguistic, intercultural and translational perspectives are publicity texts in Spanish, French and English (Negro, ch.15), the

acquisition of communicative competence in scientific French (Olmo Cazevieille, ch. 16), the use of ICTs in English for international tourism within the European Space of Higher Education (Giménez-Moreno and Montañés-Brunet, ch. 17), or the contribution offered by ICTs to legal language through the analysis of blogs penned by Spanish lawyers (Mariottini, ch. 18).

Some of the papers of this section approach more general linguistic or discourse aspects. This is the case of Robles Sabater (Ch. 11), who, in a contrastive study, deals with certain reformulatory discourse markers in Spanish and in German; or Company Rico (ch. 12), who treats dislocated structures from a threefold perspective of integrated syntactic, discursive and cognitive standpoints.

Another group of chapters in the book are devoted to the analysis of different aspects connected with language learning. Thus, Dolón and Fuster (ch. 1) show how corpus linguistics becomes a fruitful tool in university education to promote the student"s autonomous learning. Carrió Pastor (ch.4) approaches the possible ways in which online materials offer new ways to learn, and also facilitate their implementation in the Higher Education classroom, in an overall collaborative approach to language learning, combined with a content and language integrated learning (CLIL) approach. In another proposal on the impact of "new" ICTs upon the teaching-learning context, conducive to fostering higher motivation among learners, García Sánchez (Ch. 19) presents the *GranCaMelbourneLanguagesLearning* blog, which is bilingual, and which offers entries connected with learning, teaching, and also language and cultural input. Zabala, San Martín, Lersundi and Elordui (Ch.20) show the progress made with the help of the project GARATERM, which has headed for the construction of corpora in a language such as Basque, which is still undergoing a process of normalization. With a more general approach, and as an application of the objectives pursued by the Common European Framework of Reference (CEFR), Hidalgo Downing and Vela Delfa, in the chapter that closes the second part of the book, (Ch. 21), analyse the impact of intercomprehension approaches to teaching and learning foreign languages, particularly, in Romance languages, as a particular aspect of language learning plurilingual approaches.

Some papers address different aspects of media, in particular, traits reflected in press texts. Concretely, Alonso Belmonte (ch.7) seeks to characterise newspaper editorials across different languages, and analyse their predominant rhetorical functions and roles, as a particular instantiation of argumentative texts. A different focus of interest is adopted by Calle Martínez (ch.8), who studies the current situation concerning the use of English loanwords of the economic and financial fields in Spanish press publications. In a previous chapter, Martínez Lirola (ch. 2) approaches multimodal press texts to analyse the way how immigration is dealt with in Spanish press articles from the perspective of critical discourse analysis (CDA).

Also connected with multimodality, and as the final section of the papers that make up this first part of the book, we shall refer to the chapter authored by LaMantia Massimino (ch. 10), who analyses the effects of multimodal discourse upon advertising; and also to the contribution offered by Acevedo and Gil Salom (ch. 13), which may also

be inscribed in the field of specialised discourse: thus, these authors argue for the need to approach scientific lectures and plenary lectures from more comprehensive, global perspectives, which analyse not only their verbal manifestations, but also their different semiotic, multimodal forms that make it possible to transmit much more complete and fruitful messages to manifold and diverse audiences.

Part 2 analyses diverse aspects of the fields of specialised translation, lexicography and terminology. An important number of papers in this section provide the reader with a wide, representative sample of the possibilities offered by the application of technologies of information and communication for translation and for teaching (Pastor and Alcina; Ferrer Mora; Lázaro, Bodzer and Comsa; Robinson and Olvera-Lobo). Some of these contributions deal with more general aspects of the applications of new technologies. In turn, others discuss possible didactic uses of such recent resources as virtual platforms or social networks.

Another group of papers of this section of the book focus upon particular branches of knowledge to which English for Specific Purposes has been applied, such as law (Santaemilia Ruiz; Uruburu Colsa), medicine (Jiménez Gutiérrez; Marta, Sánchez and Varela;), commercial, economic and financial texts (Lobato Patricio; Barceló Martínez), tourism (López and Baynat; Sanmartín and González), or fashion (Balteiro). These texts approach translational, didactic or lexical aspects of these different lects or professional varieties.

Some other papers within this second part address more general aspects of this field of specialised translation, lexicography and terminology. Thus, Calvo Rigüal analyses the treatment of specialised lexis in six different bilingual Spanish dictionaries. Edo Marzá sets out to determine the extent up to which lexical variation measures used in corpus linguistics can be helpful for the assessment of the richness and the degree of specialisation of texts. The training and background, as well as the professional practice of the technical writer in Germany is analysed in depth by Mª Dolores and Antonio Forés López. The training that the translator must receive to work as a technical writer is also addressed by the authors.

Part 3 focuses upon relevant aspects of the impact of information and communication technologies (henceforth, ICTs) upon academic and professional settings, and also upon certain practical developments and applications that they offer language users, teachers, learners and also researchers. It is devoted to the exploration of the roles played by new technologies in teaching and research within the field of FLT.

The papers included in this section are, therefore, representative of the wide range of possible uses offered by "new" technologies. More interestingly, in our view, and at the same time, they show the specific projects that the authors of the contributions have been currently developing with the help of these technologies.

As before, we shall briefly refer to some of the aspects that in our view have been catered for by the different authors, even though these do not reflect the actual structure of the book. Our purpose in doing so is merely to offer the reader a representative sample that illustrates the variety and depth of topics that the book being reviewed

contains. As a result, the book will be found interesting and worthwhile for a wide variety of potential readers, who may find new perspectives and suggestions in the fields covered by the authors. Therefore, among the aspects tackled with in this section of the book, we may mention the following: first, learning applications of ICTs in the university context: (Gómez Ángel; Argüelles, Sendra, Millán, Blanco and Herradón; López Lorca; Oxbrow and Rodríguez-Juárez); second, applications and implementations of ICTs for meta-reflection on the cognitive and procedural aspects of the teaching/ learning process and learning styles, and also with a view to fostering the learner"s autonomy (Matesanz del Barrio, De Miguel García and López Alonso; Gimeno Sanz, Martínez Sáez, Sevilla Pavón and De Siqueira Rocha;): some authors, like Gimeno *et al.*, have developed specific computer tools aiming at more autonomous, self-monitored forms of learning, which in turn have also enabled them to develop coursework materials; third, Internet sites, digital resources and software available for the development and practice of different skills and digital aspects and content, including the use of social networks as aids in the learning process, both of the English language and of other languages (Pino James; Girón García; Cáceres Würsig); fourth, more specific tools, such as the use of digital portfolios or dossiers for teaching and learning Spanish or English as L2 (Morell Moll and Alesón Carbonell); fifth, help, guidance and resources offered to the different protagonists of the teaching/ learning process, and that promote the autonomy of the learner (Vázquez and Lario; Fernández-Pampillón, Sierra, Sarasa and Matesanz; Pino James; Cabrejas Peñuelas, Cardona Sanchis; Gimeno Sanz, Martínez Sáez, Sevilla Pavón and De Siqueira Rocha); sixth, the teaching of specialised translation (Durán and Muñoz); the application of ICTs for the teaching of specialised translation (Vitalaru and Lázaro Gutiérrez); seventh, resources for the methodology of the basic skills (Estévez, Antón and Martínez Pelegrín); or eighth, applications for the teaching of literature (Simonson and Montero); and also of linguistic disciplines, such as dialectology (Zaragoza Ninet), or applied linguistics (Taillefer de Haya and Muñoz Luna), and even as a way to bridge the gap between linguistics and literature (Alcantud Díaz).

As was the case with the former sections, the contents dealt with are not restricted to the English language, but some of the authors offer their experience in other languages as well. The papers illustrate the manifold aspects that ICTs have contributed in the teaching-learning process and also in research. Such a wide panorama shows the reader the increasing importance of interdisciplinary approaches. It is also shown that ICTs can be applied to the learning process of traditional skills, thus fostering the learner"s autonomy and self-monitoring production, and also learning in collaborative environments. In doing so, many of the didactic proposals offered by the book will certainly contribute to ways of learning foreign languages that enhance learner"s autonomy, their acquisition of skills and competences, and also to the renewal and paradigm changes in the methodologies employed in the learning and acquisition of foreign languages.

On the whole, and as the underlying thread that endows it with internal coherence, the work may be addressed as an innovative research response that aims to call for the

new social demands on humanities, so that this branch of knowledge may adequately respond to such needs. One of the programmes designed to accomplish such aims and needs in a most successful manner is precisely the study of professional and academic discourse.

We would like to note that the order of chapters that we have followed in our review does not necessarily correspond in all cases with that in which the book is set out. The work is somehow miscellaneous, but precisely because of this fact, it is likely and bound to be of interest to an important number of readers, whose interests may be as broad and diverse as the book itself results to be. Its target readers may be researchers and practitioners of teaching and translation alike. The authors show mastery of the topics they focus upon, as well as acquaintance and knowledge of the most interesting works on the literature related to each of the topics tackled with. Besides, as we have already commented in several points of this review, the topics dealt with are highly topical and hotly-debated issues. In the end, the work provides the reader with sound evidence of the underlying thesis that, in our view, points at: namely, the need for interdisciplinary research. It also shows substantially that the scope of the humanities may offer adequate and fundamental tools for other branches of knowledge. In this sense, it may help potential readers of these areas to develop skills and abilities and to apply them to different contexts. For these reasons, each of the chapters will surely stimulate new ideas in their readers and will provide them with additional food for thought.

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