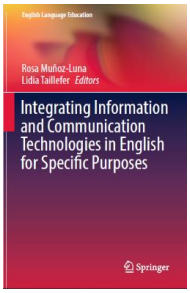
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BOOK REVIEW: INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH FOR SPECIFIC PURPOSES



Title : Integrating Information and Communication Technologies in English for Specific Purposes
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Abstract

In the context of technological advancements permeating various domains, including language learning and teaching, educators find themselves compelled to adapt and remain abreast of the progressions in educational technology, regardless of their preparedness. The impact of Information and Communication Technology (ICT) on the methods of education has become increasingly evident over the past two decades. Hence, the provision of guidance is imperative to effectively assist teachers in managing the ICT classroom. The "Integrating Information and Communication Technologies in English for Specific Purposes" book aims to offer educators a comprehensive understanding of the integration of information and communication technology (ICT) with language learning and teaching. Furthermore, this publication offers an exploration of the utilization of various information and communication technology (ICT) platforms, applications, and websites to facilitate the advancement of English for Specific Purposes (ESP), English for Occupational Purposes (EOP), and English for Academic Purposes (EAP) in a straightforward manner.

Keywords: English for specific purposes, English teaching and learning, ICT in language learning, information and communication technology

In light of the ongoing advancements in Information and Communication Technology (ICT) and the growing demand for English as a Specific Purpose (ESP), educators are increasingly expected to incorporate ICT into ESP learning and teaching practices to enhance learners' understanding and practical skills. According to Li (2018), the integration of technology and education has become an essential requirement for remaining relevant in the current era. Furthermore,

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the impact of technology has been observed to have a significant influence on various aspects of the English language. Nevertheless, there are still educators who lack the necessary pedagogical and technical skills to effectively incorporate ICT into their ESP teaching and learning environments. This book serves as a valuable resource for gaining knowledge and exchanging experiences related to the use of ICT in the classroom. It is based on scholarly research findings. This book comprises contributions from scholars worldwide who have researched the intersection of ESP and ICT. Therefore, the initial section of the paper examines the pedagogical principles of ESP. The subsequent section examined the integration of ICT within the ESP classroom. The final section of the paper examines the application of ICT in the context of English for Occupational Purposes (EOP). This book is anticipated to provide pedagogical and technical support to teachers in three distinct contexts within the field of English language teaching: English for Specific Purposes (ESP), English for Academic Purposes (EAP), and English for Occupational Purposes (EOP).

Upon thorough examination of the chapters contained within this book, it is evident that the material presented is highly current and relevant, both in terms of the illustrative examples provided and the way the content is conveyed. Based on the present moment, it has been a mere three years since the publishers established this book. This implies that the present time and the surrounding circumstances remain valid as a point of reference within the current year. Moreover, as a reader and learner, I also perceive the emergence of certain advantages and disadvantages. The subsequent analysis presents a comprehensive evaluation of the merits and demerits of this book, commencing with an examination of its strengths, followed by an assessment of its limitations.

The initial commendation directed towards this literary work pertains to its contemporaneity and its relevance to the prevailing issues of the present era. Despite being published in 2018, this book's success has shed light on the current challenges faced in the teaching and learning of ESP in the classroom. The book addresses various challenges pertaining to ESP, including writing difficulties, as well as issues related to listening and speaking skills. Moreover, the contributors effectively present the solution using the existing platform. One example of a platform that can be utilized to address the challenges of oral and written communication in an ESP classroom is Second Life. This book also proposes the inclusion of podcasts as a contemporary platform. It is widely acknowledged that podcasts have emerged as a novel platform within certain music platforms. However, the contributor posits that podcasts hold potential as an educational tool for enhancing students' listening skills. This proposal holds merit as it aligns with the progressive trajectory of technological advancements within the music industry. The utilization of wikis as a platform for enhancing students' writing skills is a commendable concept that is highly suitable for implementation in the current year.

The second compliment pertains to the pervasive incorporation of the principle of teaching and learning throughout all aspects. A significant majority, approximately 85%, of the contributors in this book employed the theory of teaching and learning, while a minority did not. Examples of theories that are commonly discussed in academic literature include behaviorism, constructivism, social learning theory, interactionism, communication-based theory, and the

theory of learners' needs. This observation suggests that each idea is supported by well-established theoretical foundations. Additionally, this approach enhances the efficacy of addressing the issue within the ESP classroom. The incorporation of theoretical frameworks and fundamental principles as foundational elements in decision-making processes is highly recommended in the context of teaching and learning. The longevity of scholarly testing and formulation of the theory lends credibility to its acceptance by educators.

In addition, the author has also examined various aspects of the language system, including grammar, vocabulary, discourse, and sound. The contributors of this study discuss several examples of language learning tools employed in various linguistic domains. These include the utilization of concordances to enhance vocabulary and discourse comprehension, the implementation of collaborative web-based platforms to improve grammar skills, and the integration of text-to-speech technology to address phonological challenges. Contributors have also provided guidance and examples to facilitate the utilization of the platform. Moreover, within certain chapters, the contributors also provide a detailed breakdown of the implementation process, thereby facilitating the teachers' adherence to the instructional guidelines.

When it comes to providing a commentary on this book, the number of comments is lower than the number of compliments. Hence, I would like to provide a commentary on the imbalanced emphasis placed on English language proficiency within the book. This book presents a range of suggestions pertaining to issues and solutions related to writing and speaking skills. For example, the manner in which the contributors influence the discourse is inclined towards written and spoken communication. The utilization of text-to-speech technology, the implementation of web-based blackboard systems, the adoption of collaborative writing platforms, the incorporation of concordances, the integration of the Second Life virtual environment, and the utilization of web-based translation tools have been identified as strategies to enhance writing skills. Although there are a few chapters that address the topics of reading and writing, the coverage of these subjects is quite limited.

When engaging with the content of this book, readers are expected to employ their imagination to envision the events that transpire within the classroom setting, utilizing the prescribed method and accompanying guidance provided. I contend that the primary audience for this book consists predominantly of educators. Individuals may encounter difficulties in assigning their roles during classroom sessions when implementing the methodology outlined in this book. Furthermore, the majority of chapters discuss the notion that teachers assume the role of a facilitator. The subsequent inquiry pertains to the type of facilitator that teachers must assume to effectively oversee all activities and instructional materials, as well as the extent to which teachers engage in classroom interactions. Furthermore, Rindu and Aryanti (2017) have highlighted that there exist nine distinct roles that teachers assume within the classroom setting. These roles encompass the responsibilities of a supervisor, evaluator, planner, swifter/persuader, member, supply/informant, facilitator, demonstrator, and instructor. It is imperative to establish explicit parameters regarding the actions undertaken by teachers during students' engagement with the course

material. Moreover, it is important to consider the extent of the teacher's role in the ICT classroom.

Finally, this book serves as a valuable instructional resource for comprehending the application of ICT within the context of ESP education. Consequently, educators will be equipped with a diverse range of strategies to effectively plan, deliver, and evaluate instruction while integrating ICT tools and resources.

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