Introducing English for Specific Purposes, Laurence Anthony, Routledge, New York (2018) x + 210 pp., ISBN: 978-1138936652 (PBK).

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English has become *the* lingua franca in the international arena today. Hence, almost everyone who is somehow involved in the new globalized community should master this language. This is now truism to say that not all these people have the same needs. Hence, we must tailor our language courses to the needs of specific contexts and specific groups of people. That is partly what English for specific purposes (ESP) aims to do.

 The recently published *Introducing English for Specific Purposes* provides ESP practitioners and instructors with a valuable source. The book comes in three sections. Section one (i.e., Contextualizing ESP) discusses the status of English in the world and the necessity of learning it. Section two (i.e., Understanding the four pillars of ESP) explains four essential components of all ESP programs. Finally, section three (i.e., Applying ESP in real-world settings) illustrates the application of the general principles of ESP to real-world contexts.

The first chapter attempts to give an up-to-date definition of ESP. It divides ESP into English for Occupation Purposes (EOP) and English for Academic Purposes (EAP). Each of these categories and the relevant subcategories are discussed to give the reader a view of the field. Three defining features of ESP are then glossed over. Specifically, ESP is introduced as a learner-centered, multidisciplinary approach which focuses on both theory and practice. The chapter proceeds with an interesting discussion of the similarities and differences between ESP and other dominant language teaching approaches such as Task-Based Language Teaching (TBLT), and Communicative Language Teaching (CLT) and some less frequently applied approaches such as Content-Based Instruction (CBI) and English-Medium Instruction (EMI).

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Chapter two attempts to situate ESP in the global context. The chapter begins by explaining the factors that helped promote the status of English into a lingua franca. Examples are then provided to illustrate the importance large scale companies attach to English and their various plans for either recruiting English-speaking workers or holding training courses in English for those with limited language abilities. A similar argument is made for the standing of English in academic settings. What ESP can offer in these contexts is briefly touched upon and the chapter ends with a discussion of the downside of attaching English such a status.

There are certain issues in every ESP course design case. They come under the "four pillars of ESP" section in chapter three. The four pillars are needs analysis, learning objectives, materials and methods, and evaluation. Each of these concepts is briefly discussed and their necessity is pointed out through various examples. The reader then learns about the roles of learners, instructors, and administrators in ESP courses. The chapter ends with the traditional issue of who should teach ESP courses. Although the section is far from being comprehensive, it gives a hint of the kind of problems we may face with each model of teaching (i.e., teaching by a subject specialist/language teacher vs. team-teaching).

Chapter four focuses on the first pillar of ESP, namely, needs analysis. The discussion starts with an explanation of the four major approaches towards needs analysis in ESP: diagnostic (where needs are "considered as necessities, essentials, or prerequisites for success in the target setting", p. 66), discrepancy (where "needs correspond to the lacks, discrepancies, or gaps between what the learners can currently do in the language and what they will need to do in the target setting", p. 66), democratic (where needs correspond to learners' *wants*), and analytic (in which needs are determined by second language acquisition theory). The chapter goes on to depict the steps that ESP teachers should take when doing large-scale needs analyses. Sample questions are presented to be asked of different groups of stakeholders such as learners and administrators. Small-scale or 'just-in-time' needs analysis is also sketched in the next section. The chapter ends with a discussion of the misunderstanding that prevails about the adequacy of learners' wants for determining ESP course content.

The next chapter gives an account of the process of determining and sequencing course objectives in ESP. The author argues that decisions about course objective should be made according to research coming from certain areas such as register analysis, genre analysis, discourse analysis, and language learning research. A set of general principles are then introduced for sequencing in syllabus and curriculum design in ESP courses.

A common theme running through all languages courses (whether ESP or general) is materials development. No matter how efficiently needs analysis is done or how realistically course objectives are defined, they cannot help ESP instructors and administrators if proper course material is not developed. This is indeed what chapter six attempts to argue for. The chapter begins with a discussion of the role of materials in the classroom. It then offers some guidelines for evaluating the extant materials to see if they can be properly adopted/adapted for the current course. An interesting feature of this chapter is that the author does not dwell on the assumption that existing materials always suit the needs of all students. Instead, he discusses in detail how

new materials can be developed from scratch for cases where no material is available. The section on the use of corpus linguistics in materials development is especially fruitful.

Chapter seven focuses on the fourth pillar of ESP (i.e., evaluation). The author argues that evaluation "is often the first and most important concern for many stakeholders" (p. 122). The chapter starts with a discussion of test, assessment, and evaluation. Then, "three characteristics of effective evaluation" are specified as reliability, validity, and practicality. Unfortunately, the material in this section is quite outdated and it gives the feeling that the author is not aware of the not-so-recent developments in this area. Five types of "evaluation tools" are then introduced for evaluating students in an ESP course: proficiency, placement, diagnostic, progress, and achievement. This is reminiscent of the categorization of language tests in books published over two decades ago (e.g., Farhady, Jafarpur, & Birjandi, 1994; Heaton, 1988). Similar guidelines are offered for evaluation of instructors and entire ESP programs.

The next chapter illustrates how principles of ESP course design delineated in previous chapters can be applied in three different scenarios: ideal (i.e., you design the course from scratch in your own way), opportunistic (i.e., you get involved in an existing course and can make improvement only if the opportunity comes up), and 'just-in-time' (i.e., you suddenly have to teach an ESP course without knowing the needs and objectives, and even the learners themselves). The strengths and weaknesses of each approach are also discussed.

Chapter nine is one of the most fruitful chapters of the book. It provides a list of the challenges that may affect each of the four pillars of ESP. For each phase, a number of "mitigation" strategies are also introduced which can help ESP instructors to overcome those problems. Many of these problems do happen in practice and ESP practitioners will certainly find the advice constructive. The final section of the chapter discusses the issue of change in ESP programs and provides a set of guidelines.

The final chapter of the book very briefly presents the author's predictions about the future of ESP. He argues that the changes will be mostly in areas of materials development, more and more applications of qualitative research, and the application of corpora.

The book has a number of strong points. First, the style of the book is quite clear. Even undergraduate students will be able to follow the discussion without any difficulty. The overall sequencing of the chapters is also logical and does not pose any problems. In addition, the "opening reflection" boxes at the beginning of each chapter help orient the reader as to the upcoming issues to be discussed in the chapters. The author provides his own commentary on the questions posed here which again adds to the clarity of the discussion.

The book has been written with teachers in mind. Hence, teachers will find out that the book has touched on pretty much every aspect of ESP from needs analysis to program evaluation. In this sense, the book is quite comprehensive. Detailed discussion of the kind of problems ESP teachers might face in each phase of the program will definitely be of great help. An additional feature of the book is the "Research ideas" section at the end of each chapter. These ideas might be useful for class projects to get the students more involved with the practical side of the ESP.

On the downside, the books suffers from a number of shortcomings. Although the book covers a wide range of topics, it cannot be offered as the single course book for a graduate course. There certainly is a need for supplementary materials which offer a more in-depth treatment of the relevant issues. In fact, each chapter does introduce a number of resources for further study which are quite helpful.

Another problem with the book comes from the shallow treatment of certain issues. An example is the ideas presented in the "Research ideas" section. This section could be one of the most interesting sections of the book especially since the author creates the expectation at the beginning of the book that the "suggestions … are quite broad in scope and may serve as possible topics for end-of-course assignments or even starting points for thesis projects" (p. 4). This is undoubtedly not true for the vast majority of the ideas presented in this section.

Overall, the book provides a neat treatment of the issues involved in ESP course design, implementation, and evaluation. Compared to popular books such as Basturkmen (2006), Dudley-Evans and St. John (1998), and Hutchinson and Waters (1987), which are still widely introduced in graduate ESP courses, Laurence Anthony provides an authoritative and a more up-to-date treatment that certainly adds to our knowledge of ESP.

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