Book Review: Ruggiero, Diana (2022). *Teaching World Languages for Specific Purposes: A Practical Guide.* Georgetown University Press, pp. 121.

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In *Teaching World Languages for Specific Purposes: A Practical Guide*, the author, Diana Ruggiero, Associate Professor of Spanish at the University of Memphis, draws on her over 10 years of experience designing and teaching Spanish as a world language for specific purposes (WLSP) in American higher education. Though Spanish in the US is the context within which she works, the book is intentionally written to be applicable to the teaching of all WLSPs and not just in the US context of higher education. The book also sets out to be useful to foreign languages instructors of all backgrounds that already have a foundation in language teaching in general and encourages them to build their own WLSP courses using their unique strengths and perspectives. Chapters 1-4 provide context for teaching WLSP, addressing issues such as the definition, scope, and benefits of WLSP, as well as preparation to teach WLSP. Chapters 5-11 address curricular development in community service learning (CSL), to which the author devotes considerable attention, the integration of WLSP into foreign languages classes, interpreting, culture, heritage language learners, and WSLSP during COVID-19. Lastly, the book concludes with a collection of teaching materials appendices ranging from specific online and print resources to a sample syllabus, lesson plans, assignments, and assessments.

The author intentionally uses WLSP, a term proposed by King de Ramírez and Lafford (2018) in the context of American higher education, to differentiate the focus of her book from English for special purposes (ESP) or languages for special purposes (LSP). She argues in Chapter 1 that WLSP has different research and teaching aims due to its focus on world languages, cultures, and communities. This argument would need to be fleshed out in order to be convincing. ESP and LSP have always been a subset of second or foreign language teaching to address specific professional needs of learners across the world (Hutchinson & Waters 1987). It seems that adding "world" to LSP has a mostly aesthetic value to make clearer that LSP does not refer to the development of one's native language in specific professional ways, since the research and teaching aims of LSP or ESP have always had a focus on a language, culture, and/or community other than the learner's. The manuscript's aim to reach a variety of readers both stateside and abroad would benefit from engaging with a wider variety of disciplinary perspectives and studies in other parts of the world.

From a practical standpoint, the book raises the question of who, in terms of qualifications, should teach WSLP courses, what do students need, and what resources are available to help instructors and students succeed in the WLSP classroom. Often these questions are left implicit in discussions of language teaching,

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and raising them is a good place to start when designing a course. Given that the book is addressed to any instructor already familiar with language pedagogy, Ruggiero argues that every instructor, whether they have a background in WLSP, literature, or linguistics, will be able to design and deliver a WLSP course. Her basic premise is that every instructor brings a unique perspective, and leveraging one's prior training, professional experiences, and interests can contribute to the development of students' broader intercultural competence. Ruggiero (p. 1) specifically mentions instructors with backgrounds in linguistics and literature to highlight that though WLSP teaching might be "unfamiliar territory" for them, the broad range of pedagogical methods that the field may include may be viewed as a way for them to engage. Nevertheless, it is unexpected that book does not take up instructors with backgrounds in translation and interpreting (TI) studies as a potential cohort to which LSP teaching could be relevant. ESP and LSP have had an immense impact on the TI field, in which professionals are expected to have training in at least one area of specialization (e.g., medical, commercial, legal, scientific/technical) in order to be competitive (Alcaraz Varó & Hughes 2002: 2). Moreover, US universities have seen increases in TI hires and programs for at least the last ten years or so (Matthews & Ardemagni 2013), and TI studies is well established in other parts of the world such as Europe.

The book provides an informative overview of developing WSLP curriculum and lesson plans. Examples of measurable learning objectives are provided in accordance with criteria from the American Council on the Teaching of Foreign Languages (ACTFL). In terms of curriculum, the author posits that a primary consideration is whether language programs have existing courses that might integrate WLSP topics or whether developing new WLSP courses would be more appropriate, taking into consideration student and community needs. As for lesson plans, the author recommends avoiding direct vocabulary and grammar instruction, favoring instead using the language according to specific lexicon and grammatical structures. The author asserts that there are many documented benefits in addition to vocabulary and grammar acquisition for WLSP (p. 8), though citations to supporting literature are not included. Moreover, she recommends going much further to cover body language and aspects of culture that inform communication and meaning interpretation. Like CSL, body language is another area that the author is passionate about integrating into WLSP teaching. In the context of teaching medical interpreting, the author argues that nonverbal communication can have a significant cultural role when it comes to understanding patients.

In the case of interpreting, the author also recommends not limiting teaching to vocabulary and theory. Instead, she advocates for focusing more on aspects of culture and dialect. The author illustrates with Spanish how language varieties may be abundant (p. 51). However, a discussion should be included of how language and cultural variation will be a factor with which to contend to different extents depending on the language involved, since the book intends to reach a broad audience of instructors working with languages of greater or less diffusion. Moreover, the claim that European Spanish predominates in Spanish university classes in the US (pp. 51-52) is not founded or grounded in research, as the type of Spanish taught tends to vary according to the individual instructor teaching the course. Spanish textbooks in the US also tend to sample a variety of materials in Spanish from different parts of the world.

In any event, Chapter 8 overlooks that interpreting practice courses typically do not have a primary focus on theory per se; in most cases, such courses seek to develop skills in different modes of interpreting: simultaneous, consecutive, and sight translation in addition to specialized language. Students develop listening skills and their abilities to recall what speakers said and accurately reformulate this utterance in the target language. Skills may be developed in more specific areas such as note-taking to help with memory, decalage (time lag between what the speaker says and the interpreter's target language rendition thereof

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when simultaneously interpreting), and reading ahead in sight translation while providing oral renditions of previous portions of the text. The medical interpreting assignment proposed in this chapter is an example of dialogue in a patient-provider setting, which can either be used for role-play interpreting in class or to inspire students to eventually create their own dialogues. Nevertheless, the assignment should not be offered as a means to help students learn how to do simultaneous interpreting (p. 53). This type of dialogue should be interpreted in the consecutive mode, whereby interpreters wait until each speaker has finished speaking or has completed his or her statement before they begin interpreting what was said. Consecutive interpreting "is the primary form of interpretation used in medical situations. Simultaneous interpretation is generally inappropriate in such situations" (Mikkelson 1994: 2-1). A focus centered more on interpreting skills and modes can help bring awareness to how different types of communicative events in domain-specific interpreting require the use of different interpreting practices.

As mentioned above, a primary focus of this book is CSL, which can add value to a student's education beyond the classroom and can be particularly compatible with WLSP, when the languages involved are migrant languages in a specific receiving country. In the case of English or French, for example, CSL opportunities might be more limited unless these languages were being used as lingua franca to communicate with migrant groups whose first languages are unknown to locals. As Ruggiero notes, establishing partnerships in the community can be one of the least straightforward aspects of a CSL undertaking. Demographics and economics in different locales can have a significant bearing on the viability of community partnerships on which to base CSL projects. It is often challenging to find ways to strike a balance between the learning needs and objectives of students and the needs and objectives of the community partner in order to establish a positive and sustainable partnership. If such partnerships have not already been established between the instructor's institution and the community entity, some helpful pointers in the book include determining in which neighborhoods or parts of town speakers of the target language might be concentrated, checking whether certain businesses or types of business are operated by speakers of the target languages, or whether there are specific organizations or institutions that specifically set out to help speakers of the target language meet their health and social needs. Universities might also have centralized community outreach that may help streamline instructors' efforts to establish partners. As Ruggiero also points out, CSL may also be possible online or take place when a student studies abroad. Students can maximize their experience abroad by incorporating a CSL experience.

As Ruggiero describes, CSL may take the form more of an internship or may be achieved by co-designing a project with the community partner, instructor, and students. What may work best depends on course goals, resources available, the partner, and their needs and capabilities. Of course, the second type of CSL implementation may be considerably more-labor intensive in terms of setup, but, as Ruggiero notes, it may very well be worth the trouble if a meaningful project can benefit all parties in a more-or-less equal way or give way to sustainable long-lasting partnerships. However, the book could also mention that liability is something that should strongly be considered by the instructor. We should consider to what extent we might realistically be able to have a positive influence on the enterprise of a community partner or if project design on our end might entail risks or potential losses or damages of any sort. For example, if we propose outreach projects involving our students in the target language, and such outreach does not end up helping the community partner as originally intended, ways to cut or limit potential resource losses borne by the community partner should be looked at. We should be mindful of whether we are placing our students in too risky a situation or to what extent we are setting them up for success. Of course, without risk there are no rewards, but risk needs to be assessed as a standard part of any partnership between the community,

university, and students. Mitigating any potential risk with projects and undertakings could very well contribute to critical thinking on the part of the students and to the sustainability of partnerships.

The final chapter of the book concludes with WLSP and CSL during the COVID-19 pandemic. Due to closures in the US, face-to-face teaching had to be reconfigured online using communication technology. Though online or distance learning became more prevalent during and after COVID-19, the chapter could be expanded to include that such learning has existed for some time now, and programs may find it worthwhile to explore how courses may be offered in these ways to meet different students' logistical needs. In this chapter, the author focuses on communication technologies used to continue to facilitate and foster collaboration with CSL partners, citing a couple of studies where community partners were in other parts of the country or the communities served were in other countries. Ruggiero lists a number of opportunities for developing CSL partnerships with a variety of entities using communication technologies and explains how doing so may expand notions of community in keeping with today's increasingly interconnected world. It is clear at this point that developing such partnerships is a strength of the author, but, as she finds, little research has been conducted on online teaching of WLSP. Therefore, a chapter or section about how to develop and teach WSLP courses online would have been especially timely, even if the author does not feel as at home there yet. Following the pandemic, we have seen online teaching in certain contexts remain, and establishing how courses or materials might be appropriately taught online would help ensure teaching quality remains consistent.

All in all, the book fulfills its promise as a practical guide for instructors. Instructors looking to get started in CSL may find it especially useful. It is clear that the author continuously reflects on her teaching and is passionate about how WLSP may increase in recognition and acceptance in traditional foreign languages departments. The various examples of thoughtful teaching attached as appendices at the end of the book are resources that instructors may learn from or use as inspiration to get their own WLSP teaching ideas off the ground. It is convenient to have an experienced instructor's teaching ideas and lessons neatly organized in one place for quick consultation and inspiration. The author addresses a number of relevant aspects of or areas related to the teaching of WLSP, whether addressing how to make WLSP relevant to heritage speakers or to instructors of non-WLSP courses. The breadth of coverage is ambitious, though the coverage itself of several topics could be expanded upon or nuanced in certain cases. In such cases, contributions could be refined by engaging more with the literature in a specific area or expanding an existing literature review to include a wider array of insights, findings, and scholarly traditions. Such changes would only help the book to be more widely useful and potentially reach more readers and could easily be built into future editions. As the author notes, this area of teaching involves and can be informed by a variety of disciplinary perspectives, which of course represents a challenge for any instructor embarking upon the highly relevant and potentially broad field of languages for specific purposes. The book under review, *Teaching World Languages for Specific Purposes: A Practical Guide*, will indeed serve as a practical introduction with readily implementable materials and suggestions for those wanting to get to know more about teaching in this area of increasing importance in academic institutions in many parts of the world.

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Jeffrey Killman is an associate professor of Spanish at the University of North Carolina at Charlotte. His research focuses primarily on the usability of translation technologies and on the challenges faced by translators and interpreters providing their services in specialized fields such as the law. He has published a series of articles and book chapters in these areas and recently co-edited a special issue on legal translation and interpreting and technologies (*Revista de Llengua i Dret, Journal of Language and Law*). He is also the current vice president of the American Translation and Interpreting Studies Association (ATISA).

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