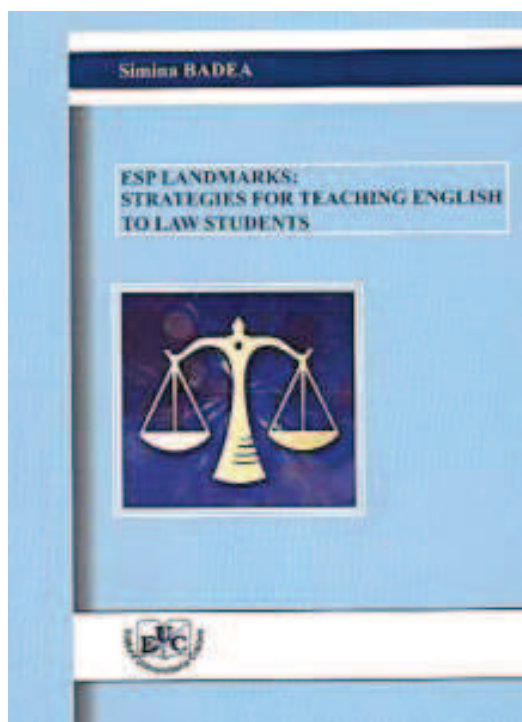


**Simina Badea, ESP Landmarks: *Strategies for Teaching English to Law Students*, Editura Universitaria Craiova, 2016, 236 p. ( Radu Paşalega)**



The author is intensely supporting the globalization process. This is why the present tome is first valuable for the up-to-date information it provides about the issues it approaches. Secondly, it represents the author's personal choice of taking sides insofar as theoretical matters are concerned. Thirdly, it is a purely technical survey of the arsenal of procedures characterizing the field approached, with a comparative touch which is unavoidable in respect to the neighbouring areas. The first chapter, *An introduction to ESP*, comes after a brief *Preface* which makes a statement upon the author's legitimate ambitions. It is dedicated to a historical review of the evolution of English for specific purposes, a minute one, we should say. It is "a flexible discipline" (p. 14) and we find, as the most adequate, the definition provided by Mackay&Mountford in 1978 and quoted by the

author: "the teaching of English for clearly utilitarian purposes" (p. 14). The second chapter, *A methodology for teaching ESP*, is an abundant collection of theoretical opinions which illustrate what an ESP teacher should achieve under ideal circumstances. The author pleads for: "the creation of an ESP methodological framework based on both theory and actual teaching experience" (p. 37). We do agree with what Widdowson (1983) says about the ESP teaching: "(it) is a form of behavior training rather than language education" (p. 37). The third chapter, *Designing ESP materials*, advocates for the ESP discipline as it should be practised at its best in order (again!) to fulfill an ideal model. From this perspective, the examples are highly interesting and instructive. If we may, let us remark that the term "mandatory" is a bit too restrictive semantically for the ESP teachers specialized in other domains than law. Why not "compulsory content areas"? The author aims to present exhaustively the advantages of her discipline and she tenaciously achieves this goal, but (in the current international context for which she is not at all responsible!) she could rather not convince about the benefits of globalization itself. Let us as well say that the establishment of *curricula* depends upon many other variable contexts and circumstances than the "simple" teaching process; thus, the "practitioner" himself is directly and individually responsible for the *syllabus* only. The fourth chapter, *Teaching legal English: the lexical approach*, silently returns to and makes a judicious use of the classical means of lexicology and semantics. It is a very attractive approach for the students because it provides them with an essential material to rely upon. The fifth chapter, *Strategies for teaching legal vocabulary*, is an exhaustive survey of the current methods of teaching... vocabulary in general and it is most valuable for the author's fellow teachers. Therefore, it excellently exceeds the strict domain of ESP. The sixth chapter, *Teaching grammar*, takes as examples the verbs *shall* and *may*

applied semantically to the legal domain. It is very useful for students. The seventh chapter, *A theory of error analysis*, is highly instructive because it presents a comparative semantic approach to the legal domains in Romanian and English. The author indicates here through some examples how ESP should be practised and she is right. The most effective approach is the semantic one, but yet with a lot of classical tools at hand. The *Conclusions* constitute a brief Chapter 8 and they are the “twin brother” of the *Preface*, the author highlighting this time the original elements of the book (conceptualisation of course content, selection of legal terms and phrases to be taught, strategies for teaching legal vocabulary). *Part II: Practical issues* illustratively presents some exercises for the students: a large multiple choice section, some “translation samples” and a small, but instructive list of definitions of some legal terms. The author collects a large number of theoretical opinions which she quotes, but at the beginning of each chapter her own opinions are rather permissive. This is why the present work is effectively a tempting one even for a profane reader and does represent a powerful innovating initiative in the domain of pedagogy which is valuable for both students and teachers. Let us warmly recommend its study.