

Inglés para Personal Sanitario. Curso de Comunicación en Inglés, 2nd ed.

Soledad García Martínez & Anna Fagan (2003).

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Over the last three decades, publications in the field of English for Specific Purposes (ESP) have been numerous, and we only have to take a look at publications in the area of English for Science and Technology (EST) and particularly English for Business. However, English for the health sciences has somewhat been neglected and most publications have favored medical doctors' and students' needs. Upon examining the materials provided for the health sciences the impression is that there are sufficient basic textbooks at the professionals' disposal to bring about a good learning environment (Piqué et al., 1994: 58-59). As early as 1949, a time in which everything was thought to be EST, R. Mackin and A. Weinburger (*English for Doctors and Students*, Longman) pioneered the publication of ESP teaching books in the area of health sciences. In this same field of EST, several other authors followed with interesting publications, through which we can observe the concern of editorials, particularly Longman, for providing teaching professionals the tools needed for their jobs. We find such authors as G. A. Pitman (*Preparatory Technical English*, Longman, 1960), J. R. Ewer and G. Latorre (*A Course in Basic Scientific English*, Longman, 1969), to name but a few. In the 1970s, however, we begin to see some specific publications for health science students, such as the textbooks by D. Austin and T. Crossfield (*English for Nurses*, Longman, 1974), K. and C. Methold (*Practice in Medical English*, Longman, 1975), R. Kerr and J. Smith (*Nursing Science*, Longman, 1978), T. O'Brien et al. (*Medicine*, Longman, 1979), and a few others in the 1980s: to name a few, P. L. Sandler (*Medically Speaking*, BBC English, 1982), E. Glendinning and B. Holmström (*English in Medicine*, Cambridge University Press, 1987), D. V. James (*Medicine*, Cassell, 1989). Nevertheless, a close look at recent publications makes one realize that the teaching of English for health science students is not sufficiently supported by materials that enhance and support our teaching efforts.

Most teachers of English for the health sciences base their teaching on self-designed materials drawn and adapted from up-to-date publications in health sciences. These

materials alone, however, do not cater at all to the needs of the student, and the effort of the teaching professionals involved has to be applauded and praised. ESP is recognized and supported by international organizations such as the British Council and UNESCO. In addition, the European Union (2003) has recently established the bases for the teaching and learning of foreign languages through its communication for the promotion of foreign language learning. The effort of professionals in the area has produced a new sub-field called "needs analysis" through which the educational needs and wants of the students of English are weighed up and implemented. This is what the authors of the book we are reviewing have accomplished. Their experience in teaching English to health science students has made them realize precisely the need to produce new materials for professional colleagues who have a difficult task.

Soledad García Martínez and Anna Fagan, from the Universidad de La Laguna (Canary Islands), have prepared a second and much improved edition of their *Inglés para Personal Sanitario. Curso de Comunicación en Inglés* (2003). It is noteworthy for its focus on a communicative teaching environment for health science students and nursing students in particular. A variety of activities is presented in the book, with particular emphasis on integrating the four skills in communication. The activities also include grammar revisions and opportunities for self-testing. The illustrations, tables, and graphs provided will make learning a more relaxed adventure. This ESP coursebook is designed for low to mid-intermediate level students.

Basically for classroom use, the book is structured in five units: in Unit 1 –English in the Health Professions–, the authors introduce the field to nursing students, such as finding out why a nurse should need English in his/her profession; in this unit the authors provide the students with several Internet addresses through which they can find extra information. Unit 2 –The body– is basically dedicated to the study of anatomical terms, their pronunciation, and the description of anatomical parts of the body; in addition, they include sections on pain, signs and symptoms, common illnesses, with extra tips on grammar topics. In unit 3 –Hospitals– the authors introduce the topic with a listening section, readings on hospitals and what they are like, staff, as well as descriptions of hospital wards and rooms. Units 4 –The nursing profession– and 5 –Procedures– are central to the book and cover basic topics and tasks related to the nursing profession, what it means to be a nurse, nursing categories, tasks and shifts; in unit 5 the basic nursing and hospital equipment is

described, along with common procedures with special emphasis on the written procedures. These five units are followed by a section of tapescripts for student reference (an audio CD is also provided for the listening sections) and updated Internet resources, which were not included in the first edition. The second edition also includes a resource bibliography with dictionaries (nursing and grammar books, journals, Internet databases, etc.), and a bilingual English-Spanish glossary closes the book. Additionally, the units have been revised for typographical errors and some reorganization has been introduced for clarity and effectiveness resulting from the piloting of the first edition during the 2002-2003 academic year. The contents are entirely in English, except for the bilingual glossary at the end. It is for this reason that one cannot help but wonder why the title is in Spanish. Also it seems that the title is somewhat imprecise since it does not cater to other health professions.

The most important aspect which should be underscored is the variety and excellent presentation of materials of this multi-skilled approach coursebook. Considering its feasibility as a textbook for an elective course of some 50 class hours, it provides appropriate and sufficient enough material for a typical Spanish university module. However, it can also be used by speakers of other languages. This book is a welcome addition to teachers of English to Nursing and other health students, particularly for those professionals aiming at practicing a fully communicative approach to their teaching. As teachers at a School of Nursing, we wholeheartedly recommend this textbook. García Martínez and Fagan have also announced their commitment to two more books for the future: a coursebook designed to improve communication in English between health care providers and patients/families in the hospital or health care settings, and a coursebook aimed at preparing students for research in Nursing and Allied Health professions. We certainly encourage them in their endeavors.

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