

Title: *Oxford English for Information Technology*

Authors: Glendinning, E. & McEwan, J.

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Technology has developed significantly, and information technology has become an important field for students in order to get a better job and high salary. However, students need to improve their English language skills and vocabulary in the context of information technology to increase their opportunities (Neri, Cucchiarini, Strik, and Boves, 2002). This book is designed to help students of information technology, people who are working in the information technology sector, and technical schools where students want to extend their language skills in the field of information technology.

The book has 25 units that cover different topics in the field of information technology such as computer applications, operating systems, networks, the Internet, data security, software engineering, and communication systems. Each unit includes texts and the visual materials, such as diagrams, pictures and tables that were taken from authentic resources like computer textbooks, newspapers, computer magazines, Internet newsgroups, and WebPages. Each unit includes activities about the four language skills: reading skills, writing skills, speaking skills, and listening skills.

To illustrate, the book provides students with reading skills that they need in their field such as reading tables, understanding the writer's purpose, scanning, reading and note-taking, locating specific information, and reading diagrams. In addition, it improves their writing skills

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such as writing a short news item, writing a C.V, writing advice, describing a system, reporting a problem, writing a summary, writing a newsgroup contribution, writing an evaluation, writing a brief description, describing a process, describing functions, making recommendations, sequencing instructions, and describing advantages and disadvantages of systems.

Every fifth unit concentrates specifically on listening skills such as listening for predictions and certainty, listening for points of view, information transfer from telephone call to complete a paper form, listening for details, listening and note-taking, listening for specific information, and matching diagrams with spoken output. A listening script was included at the end of the book to help students to learn better (Pavel Trofimovich, Patsy M. Lightbown, Randall H. Halter, & Hyojin Song, 2009). The book extends students speaking skills through making a presentation, exchanging information, describing a process, planning a group presentation, defending a decision, persuading others to one's point of view, asking targeted questions, providing explanations, giving instructions, and giving advice on technical problems.

In order to build students; technological vocabulary, the book has a significant amount of vocabulary exercises such as finding words in the text that match the definitions and filling in the blanks. Also, there is a glossary of current computing terms and abbreviations. The book explains few grammatical rules such as present passive, -ing clauses: cause and effect, time clauses, past simple, present perfect, and -ing form: as noun and after preposition. It provides some activities to master these grammatical rules. However, for those students who want to expand their English grammatical knowledge, they should refer to special grammar textbooks.

The book comes with a CD that contains authentic listening tasks such as dialogues, discussions, and interviews with information technology professionals. There is also a teacher's

guide that helps teachers to get out the best outcomes of teaching the book. The teacher's guide provides an introduction to the topic in each unit especially for those who do not have a good background about information technology. It also contains the teaching objectives, teaching notes, an answer key for the exercises in the book and progress tests that can be photocopied and used in the class.

The book is designed well to meet the students' language needs in the context of information technology. According to Dudley-Evans and John (1998), in ESP materials, students' needs take the priority. Moreover, the book provides the students with the most important and current technological terms and abbreviations which is an essential element in ESP materials (Nababan, 1993). The book familiarizes students with the language that they are going to use in the field of IT. It builds the skills that they are going to use in the IT sector. The book can be taught separately since each unit is separated from others, and each part within the unit focuses on one skill. This enables the teachers to choose what their students need. In addition, it helps students who just want to choose one skill or one unit to study. Teachers can sequence the units the way they think it is appropriate for their students. According to Lamie (1999), a good textbook can be adaptable by the teacher to add additional materials. Moreover, some parts are colored such as reading texts and grammar spots. It is filled with pictures, diagrams, images, and maps. These visual aids motivate students and help them to learn (Ajayi, 2009).

At the beginning of each unit, there is a section called Starter that reduces students' anxiety. Anxiety prevents students to acquire the language and impede the language learning process (Bernaus, & Gardner, 2008). This section includes exercises that related to students' personal

experiences to reduce their anxiety. Students have to do different activities that teach them how to use the language in different situations. This type of exercise will enable students to use the language in different situations (Howard, 2009). The book presents the language in the authentic context which helps the students to acquire the language effectively (Schleppegrell, Bowman, & Center for Applied Linguistics, 1986). According to Gatehouse 2001, ESP students need to build their academic skills in order to succeed. So, the book provides them with several academic skills such as brainstorming, repetition, note taking, pair discussion, evaluating, and identification. Generally, the book is an excellent textbook to teach English to those who want to improve their English in the context of information technology.

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