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Nota di contenuto	Introduction; Rosa Muñoz-Luna and Lidia Taillefer -- Part I Pedagogical Principles in English for Specific Purposes -- Integrating Technology in ESP: Pedagogical Principles and Practice; Li Li -- Using Technology in the Teaching of ESP: Some Reflections Based on Practice; Sandra Stroo, Rosa Muñoz-Luna and Antonio Jurado-Navas -- Independent ESP Learners: The Case for Blended Learning; Renia López-Ozieblo -- Part II English for Academic Purposes -- The Internet as a Pedagogical Tool in the Writing Process: A Research-Based Approach; Mercedes Díez-Prados and Ana Belén Cabrejas-Peñuelas -- Learning Management Systems for Teaching at the University Level: Students' Attitudes and Real Usage in the Classroom; Antonio Jurado-Navas -- English for Academic Purposes: A Proposal to Improve Listening Skills of Education

Students; Ana María Ramos-García -- Multimedia EAP Learning in Virtual Reality: Second Life in an English Department; Lan Li -- Part III English for Occupational Purposes -- ESP and Free Online Dictionaries; Pedro A. Fuertes-Olivera -- Translation, Virtual Environments and ICT Tools for Achieving Competence in Language for Specific Purposes; Encarnación Postigo-Pinazo and Concepción Mira-Rueda -- A Business English Course in the Digital Era: Design and Analysis; Lidia Taillefer -- Online Course Design for Translation into English; Leah Leone.

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Sommario/riassunto

This book fills the need for a text that integrates Information and Communication Technologies (ICTs) into English for Specific Purposes (ESP). It offers insights on current methodological principles in ESP in both academic and professional contexts, drawing on authentic teaching and learning situations, and analyses best practice guidelines. Part I begins with ESP pedagogical principles and technological practice in order to focus on its two main branches: English for Academic Purposes, which includes linguistic skills and students' needs, and English for Occupational Purposes, specifically looking at Business, Medical and Translators courses. This book is a great resource for ESP researchers, educators and students, because it provides case studies of how ICTs can be used in English for multiple purposes. Authors present their experiences of integrating tools into their instructions, with each chapter contributing unique pedagogical implications.

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