Miloš D. Đurić, *English for Electrical Engineering (Modules 1 and 2)*. Belgrade: Faculty of Electrical Engineering and Academic Mind, 2014, pp. 223.

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GENERAL DESCRIPTION AND SUMMARY

The present textbook, entitled *English for Electrical Engineering (Modules 1 and 2)*, was published in 2014 by the Faculty of Electrical Engineering (University of Belgrade) and Academic Mind. It is the result of the author's attempt to provide his students of electrical engineering with appropriate material for acquiring the specific language related to their areas of study. The textbook is primarily intended for first-year students (of the Faculty of Electrical Engineering) and is aimed at introducing future engineers to certain fundamental terms and syntactic constructions excerpted from electrical engineering discourse and illustrating how these terms and constructions function within this register.

The selection of texts in this textbook is the result of the author's pretested, amended, assessed and reassessed textbook versions in which Dr. Miloš D. Đurić wished to identify some common aims of acquiring English for Specific Academic Purposes and learning the specific electrical engineering language and computer science materials. Not surprisingly, he integrated these materials into one coherent whole. Furthermore, this textbook is based on purely personal experience of the author and has evolved over the period of more than a decade, during which time he has worked with electrical engineering and computer science students at the Faculty of Electrical Engineering (University of Belgrade).

The content, form and style of the textbook were primarily adapted to suit the courses English 1 and English 2 at the Faculty of Electrical Engineering in Belgrade, as well as the examination format of these courses. The problem of balancing out the interests and needs of electrical engineering students and finding an appropriate criterion for structuring diverse material resulted in the division of the textbook material into two widely conceived thematic modules comprising carefully selected texts.

The textbook opens with the "Preface" (p. 1-2), which sets the scene. The author briefly states the objectives and the methodology he used. The textbook contains the following parts: "Grammar – brief reminder" (p. 177-209), "Concise list of common and frequent grammar errors" (p. 210-211), "List of relevant irregular verbs" (p. 212-215), "Writing a CV, résumé" (p. 216-219), "Cover letter and motivation letter" (p. 220-221), and "Bibliography" (p. 222-223) that contains 31 bibliographic entries. The rest of the textbook is organized into two thematic modules. More precisely, the first thematic module covers Units 1-14 (p. 1-85), whilst the second one covers Units 15-28 (p. 86-176).

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PART I: UNITS 1-14

The problem of balancing out the interest and needs of electrical engineering students and finding an appropriate criterion for structuring diverse corpus material resulted in author's division of the material into widely conceived thematic units ranging from introduction to electrical engineering, physics, mathematics to atomic and nuclear physics. Each unit includes carefully selected texts, which are followed by various exercises in the form of specially designed tasks. Some skills belong in the province of English for Electrical Engineering, whilst others belong in the province of English for Academic Purposes. The students are expected to use the material in the active way. For example, they are tasked with preparing Microsoft Power Point presentations and summarizing the specific material found on the Internet. In addition to this, the author included the tasks in connection with taking notes, writing summaries and comments, creating tables, to name just a few. Moreover, the author wants to equip his students with useful phrases and constructions that they might use later in their professional development. At the same time, students are presented with some practical language tools for their future communication in the engineering world. The language exercises, which accompany each unit, are aimed at improving students' reading, writing and speaking skills. Nonetheless, the textbook contains the tasks that indirectly improve students' listening comprehension, since they are tasked with finding podcasts on electrical engineering topics.

PART II: UNITS 15-28

The second part/module is a selection of topics that show a diversified potential of combining communicative method and direct method whilst illuminating themes, such as measuring instruments, renewable energy resources, robots, computer networks, integrated circuits and artificial intelligence. The pertinent thematic context of this part of the textbook motivates students to appropriately engage in discussions and express their view on a range of different electrical engineering and computer science issues. Since the author took into consideration the theory of multiple intelligences, one may notice that the tasks, which accompany the texts, are stimulating, creative, refreshing and engaging and trigger the students' curiosity by prompting them to delve further into the English discourse of electrical engineering and computer science. The texts abound in skill-building activities, ranging from cloze tests to creative use of the Internet. The first obvious merit of improving skills lies in the fact that this textbook is a collection of predefined materials, and as such may only serve as a loose matrix for further acquisition of skills pertaining to the specific field of electrical engineering. With so much information readily available in the form of text material, some units explore instances of diverse communicative events. Students are encouraged to build on the core lexis through their own Internet research. Having completed homework, they are invited to present their ideas in the form of reports, tables and Power Point presentations. They are expected to share the results of their research with other fellow students.

EVALUATION AND CONCLUSION

The present textbook grew out of the author's lecture notes and handouts, and meets the requirement for two terms of the following two subjects: English Language 1 and English Language 2, respectively. However, the textbook presupposes some previous knowledge of General English. The author of this textbook, Dr. Miloš D. Đurić, provided a good balance between the familiar and unfamiliar discourse types. In this way, students are challenged and intrigued by areas they still do not know, and thus, it seems that they are more motivated to explore this type of discourse, which will be indispensable in their professional life.

Even though the prominence was given to specific vocabulary and syntactic constructions, the textbook raises critical thinking by means of diverse electrical engineering topics presented in the form of mostly authentic discourse and related discussion topics. Where specific lexis is concerned, more emphasis is placed on topic-specific vocabulary without neglecting certain vocabulary skills necessary for tackling General English. In accordance with the goals the author set out to achieve, he successfully combined the elements of English for Academic Purposes (EAP) and English for Specific Purposes (ESP), although I must notice that he did not necessarily always aimed at achieving the balance between the two. However, this is a forgivable omission in a textbook of this scope.

Since the textbook *English for Electrical Engineering – Modules 1 and 2* currently appears to be the only course book in Serbia (and perhaps even in the region) intended specifically for students of the electrical engineering and computer science fields, it may serve as a starting point for English teachers who wish to design a similar ESP course, geared towards the needs and sensibilities of their own students. ESP teachers will find this textbook useful both when designing teaching material and in the ESP teaching process itself. In addition to this, the textbook may also be utilized in scientific and technical translation practice, discourse analysis of the specific language material, etc. On a final note, I would point out that the textbook also whets the appetite for further study in electrical engineering discourse, and is a good start for anyone interested in English electrical engineering discourse.