

EDITORIAL

Three major events mark the publication of this June 2016 issue of *ESP Today*. As it is now widely recognised that the inclusion of journals in relevant indexing and abstracting databases contributes to their better international visibility and enhance their impact on the global academic community, I am very proud to announce that *ESP Today* has been accepted for coverage in the Emerging Sources Citation Index (ESCI), which began with the journal content published in June 2015 (Volume 3, Issue 1). The ESCI is a new index established by Thomson Reuters, where journals “have passed an initial editorial evaluation and can continue to be considered for inclusion in products such as SCIE, SSCI, and AHCI, which have rigorous evaluation processes and selection criteria.” Since journals are selected according to their high quality and importance to regional and worldwide academic community, the inclusion of *ESP Today* in ESCI is particularly important to me and I view it as an invaluable tool for improving citation performance and the overall visibility of the journal.

I am also delighted to report that *ESP Today*, as I have recently been informed by Scopus Title Evaluation Support, has been accepted for inclusion into another prestigious international index list, Elsevier’s SCOPUS. The reviewers of the journal have pointed out that *ESP Today* “publishes articles that are consistently of high quality in the area of ESP, drawing on the work of scholars from a variety of countries and institutions”. In addition, they have emphasised that “the journal is well-cited by other publications” and that it “publishes excellent content relevant to its field”. These comments make the Editorial Board of *ESP Today* very proud of the journal and eager to further pursue the editorial policy which has contributed to reaching high standards of our infant journal.

Last but not least, *ESP Today* has also been included in the Directory of Open Access Journals (DOAJ), “a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals”, as stated at its web site. In light of our editorial policy according to which “scientific research should be published in an open access format, so that everyone interested may freely read and re-use that information without any financial or technical barriers, providing the authors are properly quoted, cited and acknowledged”, this also makes us very proud, especially as a way of safeguarding open access publishing against constantly increasing predatory practices.

These three events in the short history of *ESP Today* provide an excellent opportunity to warmly thank all our contributors, readers, reviewers and board members and share with them the pleasure and privilege of *ESP Today*’s inclusion

in such high-ranking and influential lists. I firmly believe that the inclusion of *ESP Today* in ESCI, Scopus and DOAJ will considerably support continuing interest in our journal and encourage future contributors from a vast international academic community to consider *ESP Today* a credible platform for publishing their research in diverse areas of ESP and EAP.

This issue of *ESP Today* comprises five papers which all witness that the field of ESP is in a constant state of flux, accommodating its specialised language and discourse practices not only to different audiences but also to constantly upgrading technologies which have significant impact on shaping professional identities and communication practices. It opens up with the paper written by Professor **Maurizio Gotti** from the University of Bergamo (Italy), Head of the Department of Foreign Languages, Literatures and Cultures, and Director of the Research Centre on Specialized Languages (CERLIS) at this university. The contribution by this eminent researcher not only in the field of specialised discourse but English syntax and English lexicology and lexicography as well is a true reflection of his varied research interests. More specifically, Professor Gotti's is one of the two papers in this issue of *ESP Today* which investigate the specialised language of Legal English. Reflecting on the complexity of both interlingual and intralingual translation of legal texts, Professor Gotti attests to the interplay of linguistic, cultural and legal environments in this process. Professor Gotti provides a number of translation strategies which serve to show how legal professionals tend to adapt their discourse to target users with different levels of linguistic competence, which raises pedagogical implications in the ESP context.

A renowned expert in Pragmatics, Rhetoric, and Discourse Analysis, Professor **Carmen Pérez-Llantada** from the University of Zaragoza (Spain), in a comprehensive and investigative paper analyses how new technologies shape research communication, thus bringing about changes in scholars' professional and discursive practices. Conducting genre analysis on texts from different disciplines, Professor Llantada convincingly proves that new multimedia genres and their accompanying features, those of multimodality, hypertextuality and interdiscursivity, irreversibly change inherent characteristics of research genres, leading to generic innovation and new genre ecology. The author also suggests practical solutions regarding EAP pedagogy, which would mirror academic and research genre innovation and change induced by the digital medium and the aspect of interactivity.

In the third contribution to this issue of *ESP Today*, **Wenh sien Yang**, Associate Professor at National Kaohsiung University of Hospitality and Tourism in Taiwan, directs his research attention to the relationship between CLIL (Content and Language Integrated Learning) and ESP and the extent to which CLIL and ESP courses respectively may accommodate language and content learning in Taiwanese tertiary education. On the basis of the close observation of eleven CLIL and ten ESP courses at a national polytechnic university, followed by short interviews with the course practitioners, the author concludes that CLIL

practitioners use their classroom time for teaching content at the considerable expense of language teaching, which is in stark opposition to ESP teachers who equally devote their time in classroom to students' language development and their disciplinary knowledge. Different variables as well as catering to the demands of internationalization and globalisation of today's business, according to the author, may affect the decision about the correct proportion between content knowledge and language knowledge in both CLIL and ESP courses and the desired outcome.

Similarly to the opening paper, the penultimate contribution to this issue by **Patrizia Anesa**, a Research Fellow at the Department of Foreign Languages, Literatures and Cultures at the University of Bergamo (Italy), also lies in the area of Legal English in general, and popularization of specialised legal discourse in particular. Basing her analysis on a corpus of threads excerpted from a popular law forum, the author researches the nature of expert-lay communication practices in electronic media and the role of new media in the reframing and recontextualising of technical concepts for a general public of paralegals and laymen.

The last paper in this issue, authored by **Daniela Moyetta** from the National University of Córdoba (Argentina), offers a genre analysis of the discussion sections of English and Spanish research articles in the language of psychology. Despite the noted overlapping between English and Spanish rhetorical organisation of the discussion section, as shown by the results of the conducted analysis of moves, the two languages exhibit differences in terms of considering certain moves to be obligatory. The findings of the study may be beneficial not only to EAP students' improvement of writing competence but also to ESP/EAP teachers so as to better design their academic writing courses, especially since many research writers (both novice and SL writers) find discussion a difficult section to write.

As customary, book reviews close this issue of *ESP Today*. All six book reviews highlight a truly thought-provoking character of both EAP and ESP through exploring and recording the ways in which these two fields cater to changing linguistic, cultural and electronic environments as well as new and improved interaction with different audiences, expert and lay alike. The section opens with **Lyndon Taylor** and **Lisa McGrath's** review of a book which is invaluable to all those whose research interests lie within the vast field of EAP – *The Routledge Handbook of English for Academic Purposes*, edited by two authorities and distinguished scholars, Ken Hyland and Philip Shaw. **Miloš Tasić** offers a comprehensive and well-informed account of the book *The Dissemination of Contemporary Knowledge in English: Genres, Discourse Strategies and Professional Practices*, edited by Rita Salvi and Janet Bowker, which deals with the transfer of specialist knowledge in English over different discourse genres. **Natasha Artemeva** reports on contemporary research into multimodality of the discourse characteristic of academic settings, explored in Belinda Crawford Camiciottoli and Immaculada Fortanet-Gómez's co-edited volume entitled

Multimodal Analysis in Academic Settings: From Research to Teaching. In her review of *The Ins and Outs of Business and Professional Discourse Research. Reflections on Interacting with the Workplace*, a volume edited by Glen Michael Alessi and Geert Jacobs, **Tatjana Đurović** emphasises how an eclectic, interdisciplinary approach adopted by the volume contributors provides revealing insights into the pervasive synergy between academic research and business and professional discourse research. **Patrick Goethals** provides a thorough overview of Ida Ruffolo's *The Perception of Nature in Travel Promotion Texts. A Corpus-based Discourse Analysis* and the way the author discursively and socially constructs nature in travel promotion texts. The penultimate book review is provided by **Concepción Orna-Montesinos** who offers an account of Begoña Soneira's *A Lexical Description of English for Architecture: A Corpus-based Approach* which, on the basis of a self-compiled corpus, systematically explores the main lexical features of the discourse of architecture in English from different perspectives. Finally, in her review of *English as a Scientific and Research Language. Debates and Discourses: English in Europe* edited by Ramón Plo Alastrué and Carmen Pérez-Llantada, **Jasmina Đorđević** reports on the role of English as the scholarly lingua franca in Europe and the impact this has on research dissemination and language policies in diverse European academic settings.

This issue would not be possible without the effort our expert reviewers have put into a careful and timely review of the contributions. My sincere thanks this time go to (in alphabetical order): Ian Bruce, University of Waikato (New Zealand), Rosario Caballero, University of Castilla-La Mancha (Spain), Mariangela Coppolella, an independent researcher (Italy), Tatjana Glušac, Union University, Novi Sad (Serbia), Jasmina Đorđević, University of Niš (Serbia), Sabina Halupka Rešetar, University of Novi Sad (Serbia), Shaeda Isani, University of Grenoble (France), Ljiljana Knežević, University of Novi Sad (Serbia), María Ángeles Orts Llopis, University of Murcia (Spain), Miguel F. Ruiz Garrido, Jaume I University, Castellón de la Plana (Spain), Raquel Segovia Martín, Jaume I University, Castellón de la Plana (Spain), Mateusz-Milan Stanojević, University of Zagreb (Croatia), Jagoda Topalov, University of Novi Sad (Serbia), Bozena Wislocka Breit, Jagiellonian University, Cracow (Poland).

I take this opportunity to warmly encourage ESP/EAP scholars from all over the world to submit their research papers and thus contribute to a further development and international recognition of **ESP Today**.

On behalf of the Editorial Board of **ESP Today**,

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Editor-in-Chief of **ESP Today**