

EDITORIAL

I am very pleased to announce that in July 2015 *ESP Today* was included in the European Reference Index for the Humanities and the Social Sciences – the prestigious ERIH PLUS list. The ERIH PLUS listing details of the journal are available at <https://dbh.nsd.uib.no/publiseringskanaler/erihplus/periodical/info?id=486438>. As stated at its website, the ERIH PLUS list was created and developed by European researchers under the coordination of the Standing Committee for the Humanities (SCH) of the European Science Foundation (ESF). As of 2014, ERIH has been maintained and operated by the Norwegian Social Science Data Services (NSD). To be included in ERIH PLUS, scientific journals in the humanities and social sciences must meet very high benchmark standards and I am glad to say that *ESP Today* has met all the quality requirements. I also firmly believe that the inclusion of *ESP Today* in ERIH PLUS list will further improve the credibility and the international visibility of the journal as well as increase the number of high quality submissions.

I am also glad to say that the Associate Editor of *ESP Today*, Ana Bocanegra-Valle, attended the third PRISEAL conference on “Researching, teaching and supporting research communication: Perspectives and prospects” held at the University of Coimbra (Portugal) from 30 October to 1 November 2015. She joined the Editors’ Panel in the morning of the first day of the conference together with Liz Hamp-Lyons (University of Bedfordshire, United Kingdom, Emeritus Editor of the *Journal of English for Academic Purposes*), Brian Paltridge (University of Sydney, Australia, the current co-editor of *TESOL Quarterly*), Olga Dontcheva-Navratilova (Masaryk University, Brno, Czech Republic, Editor-in-Chief of *Discourse and Interaction*), Hacer Hande Uysal (Gazi University, Ankara, Turkey, Editor-in-Chief of the *Journal of Language Teaching and Learning*), and Carmen Pérez-Llantada (University of Zaragoza, Spain, the current Editor-in-Chief of *Ibérica*). This session focused on the roles of editors and the challenges they face today with the increasing needs for visibility (open access requirements) together with fast publication and quality control. Among other issues brought up at the Panel, the editors and the audience discussed the impact of digitalization on journal editing and authors’ submissions, the best ways to match manuscripts to the most suitable journals, the joys and sorrows of peer reviewing, and the support needed and demanded by authors.

This issue of *ESP Today* brings together five papers which provide diverse perspectives on ESP/EAP fields and thus deepen the understanding of both professional and academic communities of the influence of varied language topics and communication practices on these respective fields. The opening contribution

is written by two eminent researchers from the University of Pisa (Italy): **Belinda Crawford Camiciottoli**, a distinguished scholar who has published extensively in the area of pragmatics and multimodality of discourse in both professional and academic settings (*Rhetoric in financial discourse. A linguistic analysis of ICT-mediated disclosure genres*, Rodopi, 2013; *Multimodal analysis in academic settings: From research to teaching*, Routledge, 2015 [co-edited with Inmaculada Fortanet-Gómez], and **Veronica Bonsignori**, also interested in pragmatics as well as sociolinguistics and traductology (*English tags: A close-up on film language, dubbing and conversation*, Cambridge Scholars Publishing, 2013). Drawing on the principles of multimodal discourse analysis and adopting two respective corpus approaches to video resources which exemplify two distinct genres in the field of political discourse to suit varied pedagogic purposes, the authors convincingly show not only how the interaction of verbal and non-verbal elements in a highly contextualised settings helps to create meaning but also how indispensable non-verbal signals are to enhance rhetoric of a particular genre. This in turn may be exploited in ESP teaching and research in numerous ways, as envisaged by the Pisa audio-visual corpus project developed at the University of Pisa Language Centre.

The next two contributions share the underlying notion of English as a *lingua franca*, whose uses are viewed either as a divergence from Standard English or English as a Native Language, or as a threat to local languages and cultures. In the second paper of *ESP Today*, **Pilar Mur-Dueñas**, a renowned scholar from the University of Zaragoza (Spain), whose research interests centre on the role of English as a lingua franca in written academic discourse, contrasts two corpora of research articles authored by ELF (English as a lingua franca) users and ENL (English as a Native Language) users respectively in an analysis of evaluative *it*-clauses with adjective complementation. The findings the author presents lend validity to a changing and dynamic character of EFL and its adoption as a fairly legitimate vehicle in written academic communication, which may have far-reaching implications for both ESP and EAP teaching/learning processes. Principles of standardization and lexicographic codification of English-based sports terminology in Serbian is what **Mira Milić**, a renowned author in the fields of contact linguistics and lexicography, affiliated with the University of Novi Sad (Serbia), focuses on in the third contribution to this issue of *ESP Today*. More specifically, the author investigates, using a corpus-based approach, the impact of anglicisation, which stems from the widespread use of English as a lingua franca, on the terminological system of Serbian in a specialised register of sport. She also argues for sensitising ESP students of sport to lexicographic issues and introducing lexicographic contents into the teaching process of English for Sport.

One of the most significant traits of academic writing – reporting verbs, which are used to communicate both the character of the research and the attitude of a particular writer towards that research and the findings obtained, is dealt with by two Thai scholars, **Nguyen Thi Thuy Loan** from Kalasin University, and **Issra Pramoolsook** from the Suranaree University of Technology. Modelling their

analysis of reporting verbs upon Hyland's categorisation of these verbs with regard to their denotation and evaluation, the authors identify the limitations in the use of reporting verbs by Vietnamese students in their Master's thesis Literature review sections. These regard the number of reporting verbs employed and their evaluative potential. They also stress the need for an adequate instruction which would help to raise students' awareness of this aspect of academic writing and its rhetorical effects.

The last paper in this issue, co-authored by two researchers from the University of Almería (Spain), **María del Mar Sánchez Pérez** and **María Enriqueta Cortés de los Ríos**, explores how the two cognitive instruments, metaphors and metonymies, frame specialised, financial language in English and Spanish against the backdrop of highly contextualised socio-economic events, i.e. how the two languages differ regarding the conceptualisation of specific international events and their financial impact as revealed by the corpus analysis conducted. The authors point out that quantitative results, which are derived from authentic texts and show the frequency of the use of particular metaphors and metonymies in English and Spanish financial texts, provide a fertile ground for qualitative comparisons between the two respective languages. This in turn may be successfully utilised in ESP teaching and learning.

In addition to the five papers outlined above, this issue of *ESP Today* comprises five book reviews which share two common characteristics: all five are reviews of edited books and all five offer a multi-perspective account of both specialised and academic discourses. The first review is by **Ruth Breeze**, who writes about *Corpus Analysis for Descriptive and Pedagogical Purposes. ESP Perspectives* edited by M. Gotti and D. S. Giannoni as an invaluable contribution to authors interested in the investigation of English in specialised professional contexts as well as academia from the perspective of corpus linguistics, its methodology, tools of language description, and particularly its use in pedagogical settings. In the second review, **Miguel F. Ruiz Garrido** provides an account of the studies collected in the volume *Evolution in Genre. Emergence, Variation, Multimodality* edited by P. Evangelisti Allori, J. Bateman and V. K. Bhatia, which draws on an array of approaches – corpus linguistics, discourse analysis, multimodal communication, and features – linguistic and non-linguistic, related to varied genres – business, legal, political, medical, academic, in order to show intra-genre and cross-genre emergence and variation against the backdrop of different social and technological changes. The third review is written by **Zuocheng Zhang**, who offers a meticulous account of the impact of digital-mediated communication technologies on business and professional discourse practices included in E. Darics' edited volume entitled *Digital Business Discourse*. In her review of the book titled *Abstracts in Academic Discourse. Variation and Change* edited by M. Bondi and R. Lorés Sanz, **Jolanta Šinkūnienė** emphasises a many-sided approach to abstracts – cross-linguistic, cross-disciplinary, and diachronic, adopted by contributors to this volume, which reflects the diversity and importance of this genre

in today's academic communication. Finally, in his review of *Interpersonality in legal genres* edited by R. Breeze, M. Gotti and C. Sancho Guinda, **Jan Engberg** stresses the editors' idea of the importance of the role of persons in legal communication, focusing on the concepts of *stance* and *engagement* around which the contributions to this volume are centered.

I am truly and sincerely grateful to our expert reviewers for their professional and timely review reports, which have helped to make a careful selection of the received submissions and further improve the quality of papers contained in this issue of **ESP Today**. They are (in alphabetical order): Patrizia Anesa, University of Bergamo (Italy), Isabel Balteiro, University of Alicante (Spain), Jesús Castañón, Universidad Pontificia de Salamanca collaborator (Spain), Maurizio Gotti, University of Bergamo (Italy), Craig Howard, University of Tennessee, Knoxville (USA), Dimitra Koutsantoni, Columbia University, New York (USA), Maria Kuteeva, Stockholm University (Sweden), Andrew Lian, Suranaree University of Technology (Thailand), Paloma López Zurita, University of Cádiz (Spain), Maria Metsä-Ketelä, University of Tampere (Finland), Alessandra Molino, University of Turin (Italy), Bojana Petrić, University of London (UK), Marie-Luise Pitzl, University of Vienna (Austria), Paul Prior, University of Illinois, Urbana-Champaign (USA), Biljana Radić-Bojanić, University of Novi Sad (Serbia), Philip Shaw, Stockholm University (Sweden), Dušan Stamenković, University of Niš (Serbia), Michael White, Complutense University, Madrid (Spain), and Anna Zanfei, University of Verona (Italy).

The Editorial team of **ESP Today** wish its readers, authors and reviewers a very happy and prosperous New Year 2016 and we look forward to receiving submissions for the June 2016 issue.

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

Nadežda Silaški
Faculty of Economics, University of Belgrade
Editor-in-Chief of **ESP Today**