

EDITORIAL

I am pleased to say that *ESP Today* has recently been indexed in two more journal databases, both coming from Spanish academic community: Clasificación Integrada de Revistas Científicas [Integrated Classification of Scientific Journals] (CIRS) (http://clasificacioncirc.es/ficha_revista?id=299001), probably the most relevant title list in Spain, with a high impact on research evaluation and scholar's accreditation processes, and Matriu d'Informació per a l'Avaluació de Revistes [Information Matrix for the Analysis of Journals] (MIAR) (<http://miar.ub.edu/issn/2334-9050>). This inclusion will surely further contribute to *ESP Today's* visibility among scholars and researchers from across the world.

As many of our colleagues may already know, in December 2017 *ESP Today* plans to publish a special issue which will be coedited by external guest editors **Zuocheng Zhang** and **Eveline Chan**, both from the University of New England, Australia. This special issue will address a very topical issue of disciplinary literacy with the intention of stimulating "dialogue between discipline experts, subject specialists, ESP practitioners, and literacy educators by highlighting the complementarity between them in identifying and teaching disciplinary literacies." Abstracts of 300 words in length (excluding references), clearly outlining the scope of research, methodology, and expected results, should be submitted by 1 January 2017 to both Zuocheng Zhang (zzhang26@une.edu.au) and Eveline Chan (echan4@une.edu.au). The Call for Papers uploaded at *ESP Today's* website offers more information for the potential contributors.

Last but not least, as of 1 January 2017 *ESP Today's* Associate Editor Prof. Ana Bocanegra-Valle will serve as a Book Review Editor. The Editorial Team firmly believes that the timely information about and a critical review of the latest publications in the field of ESP and EAP is of the utmost importance to *ESP Today's* readership. Ana's exceptional competence and editorial experience will surely guarantee high quality of this section of *ESP Today*. She has recently been distinguished as honorary member of the Spanish National Association of University Presses (UNE – Unión de Editoriales Universitarias Españolas) for her achievements as head of the University of Cadiz press between 2011 and 2015.

This issue of *ESP Today* offers such a diverse set of papers, both in terms of authors' affiliation and their geographical distribution, that it is truly global in nature: contributions come from four continents (Africa, Australia, Asia and Europe) and six different countries. However, it is not only the contributing authors but also this issue's content that reflect and confirm the international

scope of *ESP Today* – papers published here are equally diverse in their theoretical and methodological orientation.

The opening paper comes from Australia and is authored by **Zuocheng Zhang**, a renowned scholar from the University of New England in the area of business English, multimodal discourse analysis, and professional discourses and identities, a chapter contributor to *The Handbook of English for Specific Purposes* (2013, Wiley-Blackwell) and *The Encyclopedia of Applied Linguistics* (2013, Wiley-Blackwell). His original article reports on a case study of a native subject specialist teaching business writing to Business English students in China, casting yet another light on a dilemma over the proper balance of language and content learning in CLIL and ESP alike. In a very comprehensive study which integrates various data sources of the study participant, Zhang raises a number of important issues pertaining to: content and language integration in ESP teaching and learning process; striking a balance between target needs and business English students' expectations and the related issue of learning motivation; and devising strategies for enhancing collaboration between subject specialists and ESP teachers. As stated in the opening of this editorial note, Prof. Zhang will be one of the coeditors of the special issue of *ESP Today*.

That metaphors have become a widespread feature of specialised languages is attested by **Miguel Ángel Campos Pardillos** from the University of Alicante (Spain) who examines the role of metaphors in teaching English for Legal Purposes (ELP). Adopting a cognitive approach to metaphor and aiming to both underline the importance of this aspect of figurative language in legal reasoning and raise learners' awareness of metaphoricity of legal vocabulary, the author proposes several exercises which target learners' sensitisation to the existence of metaphors in legal discourse as well as their ability to identify specific source domains and properly use lexical instantiations of a particular metaphor. Given the fundamental role of metaphors in understanding the conceptual basis of various disciplines, the author strongly argues for incorporation of metaphors into an ELP course.

The third paper, written by **Slavica Čepon**, Assistant Professor at the Faculty of Economics, University of Ljubljana (Slovenia), focuses on a very important question of foreign language pedagogy – speaking anxiety in English, within the Slovenian ESP context. The contributor uses a purposely designed questionnaire to determine how the perception of the reasons for speaking anxiety differs among ESP students and teachers. The findings bring the role of ESP teachers to the fore, relating to their active involvement in recognising and helping students overcome speaking anxiety, as well as fostering students' motivation and finding the right balance between teaching the real content, i.e. the English language, and the subject matter of a discipline.

In the fourth contribution to this issue of *ESP Today*, **Joseph Benjamin Archibald Afful**, Associate Professor, Dean of School of Graduate Studies, and Head of the Department of English at the University of Cape Coast (Ghana), investigates one of the under-researched topics in the African/Ghanaian EAP

settings – dissertation acknowledgments (DAs). Following Hyland’s somewhat adapted three-move structure, the author analyses DAs belonging to two different disciplinary areas, English and Entomology & Wild Life, with the aim of identifying textual organisation and lexico-syntactic choices in the given genre. The author points out that the results, revealing a significant overlapping in the length and some lexical choices in DAs written by undergraduate students of the two respective disciplines, have clear implications for genre studies and EAP and ESP writing pedagogy.

Testing students’ ability to critically reconsider their translations upon studying the language input provided by the concordance sets is the topic of the penultimate contribution to this issue by **Sanja Marinov**, an ESP researcher from the Faculty of Economics, University of Split (Croatia). Although, as the author notes, the learning outcomes reflected in a relatively small number of English for Tourism students who successfully completed the task, cannot fully attest the effectiveness of the methodology applied, the students’ general satisfaction with this translation pedagogy, confirmed in the follow-up questionnaire, raises important pedagogical implications, such as the design of corpus-driven translation activities.

The last paper in this issue of *ESP Today*, authored by **Michael Currie**, **Kemtong Sinwongsawat** and **Kathleen Nicoletti** from Prince of Songkla University (Thailand), addresses the topic of non-conventional language use of Thai academics in the papers they submit to English journals as identified in the reviewing and editing process. The contributors examine not only structural and non-structural causes of non-conventional language uses in this EAP writing genre, but also check them against the speech samples obtained from interviews with the authors of the manuscripts to determine whether there are some common patterns of errors among authors. The paper offers valuable insights into the relation between speech and writing of Thai academics.

This issue also offers six book reviews. **Ana Bocanegra-Valle** provides a detailed overview of *Bilingual Dictionary of Scientific and Technical Metaphors and Metonymies*, co-authored by Georgina Cuadrado-Esclapez and associates, showing why this bilingual (English/Spanish) publication will help “to understand how experts in different disciplines make sense of their professional settings and convey their professional ideas through metaphorical expressions and metonymies”. In her review of Christian W. Chun’s *Power and Meaning Making in an EAP Classroom: Engaging with the Everyday*, **Hairong Shang-Butler** emphasises the value of this book as a “well-crafted and organized scholarly guide to everyday EAP classroom learning and teaching”. **Sabina Halupka-Rešetar** provides an account of Karen Bennett’s *Academic Cultures and Discourses between the Centre and the Periphery*, which “offers an insight into how researchers on the semiperiphery find themselves torn between conflicting academic cultures and discourses”. In the fourth review of this issue of *ESP Today*, written by **James Corcoran**, the author points out the value of Cecile Badenhorst and Cally Guerin’s

edited volume entitled *Research Literacies and Writing Pedagogies for Masters and Doctoral Writers* as “a timely contribution to scholarship in the multiple sub-disciplines connected to graduate student research writing, including those focused on supporting plurilingual EAL scholars”. The penultimate book review is authored by **Igor Lakić**, who offers a summary of *Genre Studies around the Globe: Beyond the Three Traditions* edited by Natasha Artemeva and Aviva Freedman, “a valuable contribution to the development of non-literary genre studies”. Finally, reviewing Ian Bruce’s *Theory and Concepts of English for Academic Purposes*, **Ljiljana Knežević** recommends this book as “a good starting point for deeper exploration of EAP literature, to both novice and experienced teachers and practitioners in the field of EAP.”

As always, I am most thankful to the members of the Editorial and Advisory Boards for their continuing help and support in making **ESP Today** an important outlet for publishing the findings of ESP/EAP research.

My gratitude should also go to **ESP Today**’s expert reviewers without whom this issue would not be possible. A careful and comprehensive assessment of the submitted papers has this time come from (in alphabetical order): Elisabet Arnó Macià, Polytechnic University of Catalonia (Spain), Ruth Breeze, University of Navarra (Spain), Donna M. Brinton, University of California, Los Angeles (USA), Kristina Cergol Kovačević, University of Zagreb (Croatia), Erika Darics, Aston University (UK), Sara Gesuato, University of Padova (Italy), Silvia Molina-Plaza, Technical University of Madrid (Spain), Silvia Murillo, University of Zaragoza (Spain), Jelena Mihaljević Djigunović, University of Zagreb (Croatia), Hilary Nesi, Coventry University (UK), Neslihan Önder-Ozdemir, University of Sheffield (UK), Biljana Radić Bojanić, University of Novi Sad (Serbia), Miloš Tasić, University of Niš (Serbia), Tijana Vesić-Pavlović, University of Belgrade (Serbia), and Wenhsien Yang, National Kaohsiung University of Hospitality and Tourism (Taiwan).

I wish **ESP Today**’s past, present and future authors, reviewers and readers a very prosperous New Year 2017 and I look forward to receiving submissions for the June 2017 issue.

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

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