

EDITORIAL

I am pleased to report that since *ESP Today* was launched in December 2013 its Editorial team have received many congratulations and very positive responses from colleagues around the world. They all point out the fact that the ESP community has gained a valuable forum for exchanging ideas about ESP and EAP taught at tertiary level, which was obviously missing in an otherwise fairly populated market for ESP-oriented academic journals. The increasing interest in ESP taught at tertiary level, with all its specificities and peculiarities arising, among other things, from the very complexity of various scientific disciplines studied at universities around the world, attests to the field having become a very fruitful research area, thus deserving a journal of its own. *ESP Today* is still an infant journal, but its Editorial team strive for quality, do their best to reflect and promote high professional standards of publication and have renowned scholars and academics serving as reviewers and members of Editorial and Advisory Boards. Since its launch *ESP Today* has been abstracted, referenced and indexed in three databases: Linguistics Abstracts Online (LABO), Educational Research Abstracts Online (ERA), and MLA International Bibliography.

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While we are really proud of receiving such an overwhelmingly positive response from scholars worldwide and the encouraging words about the launch of *ESP Today*, we are fully aware that it will take a lot of time and intensified efforts for *ESP Today* to build a stronger and more relevant international presence among ESP and EAP researchers, scholars and practitioners. We hope that the global ESP community will recognise these efforts and that its most distinguished members will soon become our authors and increase the impact *ESP Today* intends to make among ESP readership.

This issue of *ESP Today* contains five research papers, two coming from Spain and three from Serbia. It opens up with a contribution by **Carmen Sancho Guinda**, a renowned Spanish ESP researcher who has recently co-edited three important volumes: *Stance and Voice in Written Academic Texts* with Ken Hyland (Palgrave, 2012), *Narratives in Academic and Professional Genres* (Peter Lang, 2013, with Maurizio Gotti), and *Interpersonality in Legal Genres* (Peter Lang 2014, with Ruth Breeze and Maurizio Gotti). Her paper, taking a corpus-based approach, explores the pragmatic functions of footnotes as the important paratextual elements in the genre of judicial decisions, and attests not only to a highly intertextual character of footnotes, but also to their discursive form as the epitext which helps to heighten the reception of the legal text among both expert and non-expert audiences.

The second paper deals with a rather neglected area in ESP research – pragmatic competence. Namely, **Sabina Halupka-Rešetar** investigates, with the aid of the Written Discourse Completion Test, the most frequently deployed types of internal and external modificational devices by intermediate-level ESP students, native speakers of Serbian. The study raises important pedagogic implications and calls for devising various ways of enhancing ESP students' pragmalinguistic competence.

Academic discourse tends to be of multimodal character, including a variety of visual forms. Spoken academic discourse, namely conference discussion sessions, is what **Mercedes Querol-Julián**, another ESP researcher from Spain, focuses on in the third paper of this issue of *ESP Today*. Using multimodal spoken corpora, she explores the macrostructure of the discussion session in order to identify the chairs' discursive functions and the ways the chair's multimodal discourse influences the flow of the discussion at a specialized international conference on chemistry held at the Universitat Jaume I.

The fourth paper, co-authored by **Jasmina Đorđević** and **Biljana Radić-Bojanić**, examines the issue of ESP students' autonomy related to the use of digital resources in a Legal English course, particularly pinpointing the ratio of the guided instruction period to the overall students' success, as exhibited by their grades in Legal English writing and the extent to which they manage to develop an ability to make an informed choice of available materials.

The last paper in this issue, written by **Vesna Lazović**, identifies the main linguistic strategies used in online bank advertisements in English. Focusing her analysis on the four language levels – orthographic, lexical, grammatical and pragmatic, the author shows not only what linguistic devices copywriters use to suit their main intention of attracting the customers, but also proposes some practical solutions for ESP teaching and learning at tertiary level.

Finally, in the review section of *ESP Today*, **José Javier Ávila-Cabrera** writes about an edited volume of papers dealing with the issues of technology-enhanced ESP teaching and learning. The volume encompasses a plethora of theoretical considerations and practical perspectives on computational methods, models and techniques and explores their bearing on ESP and LSP issues.

As Editor-in-Chief of *ESP Today* I would like to thank the members of the Editorial Board and Advisory Board for their support, encouragement and valuable suggestions and advice. My most sincere gratitude goes to all the external reviewers who have professionally, timely and thoroughly refereed manuscripts submitted to *ESP Today* so far. These have been (in alphabetical order): Savka Blagojević (University of Niš, Serbia), Ruth Breeze (University of Navarra, Spain), Sonja Filipović-Kovačević (University of Novi Sad, Serbia), Tatjana Glušac (Union University Belgrade, Serbia), Annamaria Kilyeni (Polytechnic University of Timișoara, Romania), Daniela Matić (University of Split, Croatia), Davide Mazzi (Università degli Studi di Modena e Reggio Emilia, Italy), Mirjana Mišković-Luković (University of Kragujevac, Serbia), Slavica Perović (University of Montenegro),

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

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