

## INAUGURAL EDITORIAL

It is with great pleasure that we announce the launch of the inaugural issue of **ESP Today**, Journal of English for Specific Purposes at Tertiary Level (e-ISSN 2334-9050). **ESP Today** is an international peer-reviewed academic journal published by the joint efforts of the Faculty of Economics, University of Belgrade, the main publisher, the Faculty of Philology and the Faculty of Transport and Traffic Engineering of the University of Belgrade, and the Serbian Association for the Study of English (SASE), a member of the European Society for the Study of English (ESSE). **ESP Today** is an online-only open access journal dedicated to publishing research papers covering a wide spectrum of topics which take a broadly conceived ESP perspective. It will come out biannually and its content will be freely available for download as soon as it is published on the website.

The vibrant international ESP-related academic publication market is already populated by a fair number of journals with an ESP orientation. In an attempt to find a niche in this market, and firmly believing that the learning and teaching of ESP at tertiary level deserves a special forum for the exchange of ideas and the dissemination of research findings, the Editorial team have decided, in line with the journal's subtitle, that **ESP Today** will publish research relevant to the designated field of ESP, both papers which have pedagogical implications for ESP teaching and learning in the context of academic studies, and those which specifically focus on the language analysis of various scientific registers of English taught at tertiary level institutions. Therefore, the research focus of **ESP Today** is not just the language classroom practice but the description of language and rhetoric of various specialist discourse communities to which tertiary-level learners belong or will belong once they graduate. As the Editorial team, therefore, we encourage researchers and practitioners worldwide to contribute to ESP updating and development in this specific field through **ESP Today**.

During its long and colourful history which now spans more than 50 years, ESP has witnessed major shifts in research focus, not only in the approaches to the analysis of language itself, but also to needs assessment, learning goals, research methodologies and teaching methods. Our intention is for **ESP Today** to reflect a widely held view that English for Specific Purposes has always been characterised by the “conflation of research and pedagogical practice” (Johns, 2013: 6).

The papers published in this inaugural issue of **ESP Today** will hopefully display the diverse, often interdisciplinary, perspectives that research in the field of ESP takes nowadays. This is why the issue is composed of eight invited contributions written by ESP researchers and practitioners from various parts of

the world, each addressing a different aspect of ESP and together covering or relating to a wide range of key issues within the scope of ESP at tertiary level.

The issue opens up with a paper written by **Ana Bocanegra-Valle** (University of Cadiz, Spain), the current editor of the LSP journal *Ibérica* and a renowned European ESP researcher and practitioner. She deals with a rather controversial and hotly-debated issue of English as a *lingua franca* of the transmission and exchange of scientific knowledge in general, and of research writing among European ESP scholars in particular. Basing her research on the data collected from more than a hundred ESP scholars who have published in *Ibérica* over the last 15 years, Ana Bocanegra-Valle explores their perceived value of English for research publication purposes compared to research papers written in their national language as well as the ways in which their countries protect the national language from the global spread of English.

Needs analysis has always been the cornerstone of any ESP course design, Business English being no exception. This fundamental principle is dealt with in a paper by **Zuocheng Zhang** (University of New England, Australia), a contributor to *The Handbook of English for Specific Purposes* (2013), who, following a narrative analysis approach, focuses on identity as an important dimension of needs assessment in ESP. Collecting research data from five Business English students from China through life-story interviews and some other methods to ensure triangulation, Zuocheng Zhang discusses students' multiple identities and the need to incorporate them into any analysis of Business English learner needs.

Cognitive linguistics insights and empirical research findings have in the last three decades had a significant impact on ESP research and pedagogical practice. In the third contribution to this issue of *ESP Today*, **Silva Bratož** (University of Primorska, Slovenia), whose research interest has long been the analysis of the role of metaphor in specialist discourses, takes a cross-cultural perspective on conceptual metaphors in contemporary managerial discourse. Applying Hofstede's model of cultural dimensions, her paper discusses the differences in metaphorical conceptualisations of the concepts COMPANY, MANAGER and EMPLOYEES between Slovenian and Turkish students, proving that metaphors may help us gain novel insights into cross-cultural specificities since they reflect the culture from which they emerge.

The issue of English as a *lingua franca* and its role as a major contributor to specialised registers of other European languages has become a very challenging research topic in ESP. Thus, the volume continues with the paper by **Mira Milić** (University of Novi Sad, Serbia), who deals with the effect of English on Serbian sports terminology. On the basis of her analysis of terms contained in three glossaries and dictionaries of sports terms, Mira Milić concludes that the influence of English on Serbian sports terminology extends beyond lexical borrowing to new English-based metaphorical meaning of existing Serbian words, clippings and compound forms including non-inflectional modifiers.

Whether taught as a skill in its own right or part of an integrated skills approach, reading is an important area of ESP research and pedagogy. **Solange Vereza** (Fluminense Federal University, Brazil), offers arguments for the need to take into account various models of reading, ranging from those psycholinguistic and cognitive-based to genre-oriented and socio-discursive ones. The author favours a systematically integrated genre-based approach, which may be beneficial to the teaching of reading both in ESP and in general reading contexts.

Legal language is usually characterised by its formal and impersonal style. In her contribution on legal language, **Vesna Bulatović** (University of Montenegro) questions a widely held view that the passive is unnecessarily and excessively used in this type of discourse. Contrastively analysing the use of passives in two pieces of modern legislation in English and Montenegrin, which both focus on consumer protection, Vesna Bulatović shows that all the uses of the passive are justified in both corpora and serve a clear communicative function.

The effectiveness of using authentic language material for teaching in ESP contexts is still a matter of controversy, which stems from the need to balance the benefits of exposing learners to original language and arguments against such practice due to the complexity of language structures, cultural loadedness, and time-consuming character for teachers and learners alike. Taking this into account, **Savka Blagojević** (University of Niš, Serbia) presents in her paper the rationale for implementing authentic materials in teaching philosophy at tertiary level, which enhances students' understanding of original texts in this inherently difficult subject matter.

Similarly to other contexts of learning English, language learning strategies in the context of ESP have become integral components of language proficiency, while different variables tend to have an impact on the type and frequency of the language learning strategy used. Thus, in the last contribution to this inaugural issue, **Magda Pašalić** (University of Split, Croatia) examines the relationship between the frequency of using learning strategies among Croatian students of Economics and their success in General English and ESP.

Last year's celebration of the 50<sup>th</sup> anniversary of ESP has inspired a number of authors and editors to commemorate this event by publishing books or edited volumes. In this issue, two such volumes are reviewed. **Željka Babić** (University of Banja Luka, Bosnia and Herzegovina) discusses a collection of essays on ESP edited by two distinguished ESP scholars, Brian Paltridge and Sue Starfield. Finally, **Melina Nikolić** (Alfa University, Serbia) writes about an edited volume written in Serbian, which discusses some current topics and trends in tertiary-level ESP in Serbia.

We hope that the papers contained in this issue of *ESP Today* showcase the variety of approaches to ESP taught at tertiary level of education. We also hope that all future issues of *ESP Today* will create ample opportunity for researching a wide range of topics from the perspective of ESP in the context of academic studies.

Our ultimate goal is for *ESP Today* to quickly make a significant impact in the ESP community worldwide, promoting high quality research through peer review and quality standards. To this end, a group of internationally renowned reviewers has been appointed, who will carefully assess the manuscripts and ensure the publication of only those which meet strict quality requirements. We would also like to take this opportunity to thank all the members of the Editorial and Advisory Boards for agreeing to take on this responsibility. We believe that the composition of the two boards ensures diversity, academic credibility, objectivity and transparency, conveying a positive signal to prospective authors and readers about the quality of research which *ESP Today* aims and hopes to publish in the future. Most of our gratitude, however, goes to contributing authors, who kindly accepted to send their papers to the inaugural issue of *ESP Today*.

As the success of every journal depends on its authors as well as its readership, we invite our colleagues from universities and other tertiary level institutions across the world to submit to *ESP Today* papers related to their research interest in the field of ESP and thus contribute not only to high quality of the Journal and its recognition within the ESP community, but also to the academic exchange of views, which will make *ESP Today* a forum for further ESP upgrading.

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

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### ***References***

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