

EDITORIAL

I am pleased to say that the December 2016 issue of *ESP Today* has now been included in the SCOPUS database as the first issue of the journal in this important international database. I am also glad to announce that *ESP Today* has recently been accepted for inclusion in the forthcoming version of CARHUS Plus+. CARHUS Plus+ is an index list and data base developed by the Agency for management of University and Research Grants of Catalonia and commissioned by the Spanish General Directorate of Research. This list classifies scholarly journals in terms of a local, national and international scope within the fields of the Social Sciences and the Humanities. Particularly in the grouped areas of “Philology, Linguistics and Sociolinguistics” it contains 815 journals. CARHUS Plus+ is accepted as a relevant reference among Spanish researchers for the assessment of research publications and the accreditation of academics in Spanish universities and research institutes.

This latest issue of *ESP Today* comprises five papers which all attest to state-of-the-art research in the vast areas of ESP and EAP, ranging from disciplinary-specific features and concepts in EAP, the intrusion of promotional genres into written and spoken EAP, idiom variation in ESP, the prevalent use of Anglicisms in diverse genres, to the influence of technologies and social networking on shaping language learning in ESP settings.

We are honoured to have an opening contribution in this issue written by an eminent scholar in the field of writing and academic discourse, who is admired for his research on academic and professional literacies in the EAP community worldwide thus among *ESP Today*'s readership as well – Professor **Ken Hyland**. Ken Hyland is Professor of Applied Linguistics and Director of the Centre for Applied English Studies at the University of Hong Kong, and an Honorary professor at Warwick University. He authored many books on EAP like *Teaching and Researching Writing* (3 ed., Routledge, 2016), *Academic Publishing* (Oxford University Press, 2015), *Academic Written English* (Shanghai Foreign Language Press, 2014), to name but a few, and is the founding co-editor of the *Journal of English for Academic Purposes*. Professor Hyland's contribution to *ESP Today* deals with the idea of disciplinary specificity in EAP, particularly addressing the issues of discipline specific language features or disciplinary literacy, discourse practices, and communicative skills of target sciences which have been established to be central to effective teaching and learning English at the Hong Kong University. Providing evidence which supports the notion of specificity, such as for instance the differences regarding genre features or assignment types, professor Hyland emphasises the influence of not only discourse and discipline but also of culture and

institution on overall academic communication, and underlines the role of EAP teachers in equipping their students with the communicative skills to successfully take part in particular academic cultures.

In the second contribution to this issue of *ESP Today*, **Wenhsien Yang**, Associate Professor in the Department of Applied English at National Kaohsiung University of Hospitality and Tourism in Taiwan, reports on a novel and still underresearched genre in academic publication – audioslide presentations, as an appendant genre to the genre of research articles, whose main aim is to promote research. Basing his study on a corpus of spoken transcripts of oral presentations of scholars belonging to hard sciences, the author investigates the structure of audioslide presentations, the keywords used in the selected audioslides compared to other academic texts, as well as how researchers in hard sciences project their authorial stance and acknowledge the involvement of the audience via the use of personal pronouns. The study is pedagogically relevant to both language teachers and university students as it provides them with the guidelines for delivering effective academic audioslide presentations, which would enhance the promotion of particular research in today's highly competitive academic environment.

Jelena Parizoska from the Faculty of Architecture, University of Zagreb and **Ivanka Rajh** from the Zagreb School of Economics and Management (Croatia) direct their research attention to lexical and syntactic variation of competition idioms in Business English and to how this affects not only the overall meaning of idioms but also the evaluation conveyed. Exploring the variability of a number of competition idioms attested by corpus data, as opposed to only one form in which they are included in Business English textbooks, and adopting a cognitive linguistic approach to their research, the authors argue for the necessity to include idiom variation in the ESP classroom in a more systematic way, particularly at advanced levels, to use corpora in ESP, and to teach figurative language along cognitive linguistic lines which would help ESP students understand the motivation which lies behind idiom variation.

The penultimate contribution to this issue authored by **Iryna Mykytka**, a PhD student at the University of Alicante (Spain), focuses on the widespread use of Anglicisms in the Spanish lexicon of photography. Compiling a sample of one hundred and fifteen Anglicisms from Internet blogs on photography, the author provides evidence of a large variety of Anglicisms in the Spanish language of photography ranging from those non-adapted or adapted, either phonologically or graphically, through translated terms or calques, hybrid borrowings, to semantic loans. The overwhelming influence of English in specialised discourses, such as photography in Spanish, proves the need for further studies in the field of contact linguistics.

The last paper in this issue of *ESP Today*, co-authored by two researchers from the University of Alcalá (Spain), **Jesús García Laborda** and **Mary Frances Litzler**, explores the benefits of technology-enhanced language learning, namely web 2.0 tools and social media, in terms of the students' motivation, autonomy,

and improvement of digital literacy considered to be important for the students' effective operating in future professional settings. The results obtained via an online questionnaire generally attest to positive feedback from students related to technology-assisted learning of English and collaborative practices, and offer opportunities to teachers to create more communicative classes with the aid of technology tools as to better accommodate the students' professional and linguistic interests.

In addition to the five papers outlined above, this issue of *ESP Today* comprises five book reviews which also offer a multi-perspective account of both specialised and academic discourses. The section opens with **Violeta Jurković's** review of a book which is "an essential reading resource for students of applied linguistics, and novice as well as experienced teachers of EAP" – *Introducing English for Academic Purposes* authored by Maggie Charles and Diane Pecorari. **María Vázquez-Amador** offers a well-informed account of the book *Introducing Business English* by Catherine Nickerson and Brigitte Planken, which explores "how business communication research can be incorporated into the Business English classroom". That technology-enhanced language learning can greatly contribute to, among other things, experiential learning, motivation, enhanced student achievement, and authentic study materials is reported in **Nataša Milivojević** and **Stanka Radojičić's** review of the book *Technology-enhanced Language Learning for Specialized Domains: Practical Applications and Mobility* co-edited by Elena Martín-Monje, Izaskun Elorza and Blanca García Riaza. **Marta Aguilar** provides a summary of Larissa D'Angelo's book *Academic Posters. A Textual and Visual Metadiscourse Analysis* which examines a multimodal genre analysis of academic conference poster presentations. Finally, in their review of Louisa Buckingham's book *Doing a Research Project in English Studies: A Guide for Students*, **Alma Jahić** and **Tanja Pavlović** emphasise why this book is a must for students and teachers alike involved in the process of academic writing in non-native English speaking contexts.

ESP Today's expert reviewers for this issue have been (in alphabetical order): Isabel Balteiro, University of Alicante (Spain), Veronica Bonsignori, University of Pisa (Italy), Mario Brdar, University of Osijek (Croatia), Fei-Wen Cheng, National Chiayi University (Taiwan), Tatjana Glušac, Union University, Novi Sad (Serbia), Violeta Jurković, University of Ljubljana (Slovenia), M-Carmen Lario-de-Oñate, University of Cádiz (Spain), Stefania Maci, University of Bergamo (Italy), Pilar Mur Dueñas, University of Zaragoza (Spain), Neslihan Önder-Ozdemir, University of Sheffield (UK), Višnja Pavičić-Takač, University of Osijek (Croatia), Anita Poon, Baptist University of Hong Kong (China), Diane Potts, Lancaster University (UK), Tvrtko Prčić, University of Novi Sad (Serbia), Philip Shaw Stockholm University (Sweden), Karin Vogt, University of Education (Heidelberg, Germany), and Miguel Garcia Yeste, University of Gothenburg (Sweden). I would like to use this opportunity to warmly thank them all for their expert and timely review reports.

I am pleased to announce the next issue of *ESP Today* due to come out next December, which, being a special issue, will be edited by two guest editors from the University of New England (Australia), Zuocheng Zhang and Eveline Chan. The special issue topic is current research and practice in teaching disciplinary literacies and I hope the articles published in it will contribute to a better understanding of this highly topical field of research.

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

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