

EDITORIAL

It is a great pleasure for me to announce this issue of *ESP Today* for a number of different reasons. The year 2023 marks an important milestone for *ESP Today* as we celebrate ten years of our fruitful collaboration with the scholars worldwide who, with their thought-provoking, enlightening and state-of-the-art papers, have contributed to positioning *ESP Today* both as a platform for exchanging and promoting diverse research in the ever-growing and vibrant field of ESP, and as a high-quality, trusted journal recognized as such in an intensely competitive world of publishing. The latter, as many of you may know, has been attested by the Journal's indexing in, among others, the Emerging Sources Citation Index (ESCI) of the Web of Science Core Collection and Elsevier's Scopus (SCImago Journal Rank - SRJ for 2021 is Q2). The credit for the Journal's ranking also goes to our highly esteemed reviewers and their insightful feedback on the submitted manuscripts.

I am also very proud to inform those who may consider our Journal an outlet for publishing their research as well as the general *ESP Today* readership that as of the 2023 release of the Journal Citation Reports all Web of Science Core Collection journals, those in the ESCI included, will receive a Journal Impact Factor (JIF), which will help greatly to further enhance the visibility of *ESP Today* in the international research community. Also, we at *ESP Today* regard assigning an impact factor to our Journal as a powerful incentive to remain committed to striving for quality and high professional standards of publication. Currently, according to the Clarivate's newly established metric of journal impact, the Journal Citation Indicator (JCI), *ESP Today* is ranked as Q4 in the JCI category *Linguistics*.

I am also greatly honoured to introduce a new Editorial Board of *ESP Today* that will help us in maintaining and upgrading the level of quality, international presence, and reputation among ESP and EAP researchers achieved so far. I express my profound appreciation to all the colleagues who previously served as members of the *ESP Today*'s Editorial and Advisory Boards for all their help in making the Journal an impactful forum for sharing knowledge of ESP, EAP and other related areas in tertiary education settings. New members of the Editorial Board are not only very well known to the global ESP community for their research and expertise, but have also immensely supported *ESP Today*'s publishing activities and initiatives since its launch. They are a diverse team of scholars and researchers in terms of gender, research areas and geographic background. I am therefore confident that their willingness and eagerness to offer their knowledge and professional help will enable further advancement and dissemination of the Journal. I wish to express my heartfelt thanks to all of you who have accepted to join us in this challenging yet highly rewarding journey.

My very special appreciation and thanks go to the three people whose initial enthusiasm about *ESP Today* has not waned one bit over the years and whose unfailing effort, dedication and plain hard work have made the Journal what it is today. These are Prof. Tatjana Đurović, *ESP Today*'s Associate Editor and my long time work colleague and friend, whose outstanding dedication and ongoing assistance with the editing process, meticulous reading and excellent attention to detail have contributed greatly to the good reputation of the Journal; Prof. Ana Bocanegra-Valle, our Book Review Editor, whom I met face-to-face only once, back in Madrid in 2015 – she is the living proof that friendships and great international collaborations are possible online as well as offline. Her careful and informed selection of the latest ESP publications to be reviewed has made *ESP Today* a place where ESP researchers and practitioners as well as novice writers and students look forward to reading objective quality evaluations of new books in their areas of interest; many thanks also go to my dear colleague Jagoda Topalov of the University of Novi Sad, who joined the *ESP Today*'s small female team three years ago as the Journal's Statistical Advisor. Her expertise has proved invaluable in checking the methodological rigour and statistical soundness of the articles published in *ESP Today*. I do hope our journey will continue with the same passion for scientific publishing and with the new goals we hope to still achieve. Last but not least, my gratitude is due to the management of the Faculty of Economics and Business, University of Belgrade – the Dean Prof. Žaklina Stojanović as well as the Vice Deans Prof. Branislav Boričić, Prof. Saša Randelović, Prof. Dragan Lončar and Dr. Mladen Stamenković for their continuing support ever since the Journal was founded back in 2013.

This issue of *ESP Today* contains eight articles and three book reviews and is structured around several major research strands – ESP pedagogy and its various aspects, the use of corpus analysis in specialized translation, the application of genre analysis to academic writing, the impact of multimodal environments on ESP. It also reinforces its international outreach, attested by the geographic and institutional dispersion of the contributors.

A rapidly growing and challenging field of multimodal communication in the ESP context is the focus of the study by **Jean Choong Peng Lee** (Language and Communication Centre, Nanyang Technological University, Singapore). Drawing on the theoretical framework of multimodal discourse analysis, the author reports on how the non-verbal communicative modes of gaze and facial expression are used in engineering students' oral presentations to perform the intended communicative functions. The findings indicate that different facial expressions serve to fulfill a number of functions, such as reinforcing the verbal messages, promoting the product or establishing rapport with the audience. The study results also raise important pedagogical implications for practicing multimodal communication within specific ESP contexts.

The importance of English for Specific Academic Purposes (ESAP) and its effectiveness in enhancing learning transfer from an English course to ESP

students' other courses is reported in the contribution by **Zohreh Gooniband Shooshtari, Alireza Jalilifar, and Elahe Goudarzi** (all three authors affiliated with Shahid Chamran University of Ahvaz, Iran). Drawing on the collaboration between an English language and a discipline-specific lecturer, and with the help of multimodal instruction, the authors examine whether and to what extent such approach to teaching discipline-specific writing practices can result in the writing skill development and learning transfer for Iranian graduate students of engineering. The results unequivocally demonstrate that a number of learning outcomes from an ESAP writing course can transfer to disciplinary writing practices.

Two contributions, although targeting different ESP fields, English for Medical Purposes (EMP) and Maritime English respectively, address the similar issue, that of using authentic materials in ESP classes and their pedagogical value. Thus **Ingrid Carolina García-Ostbye** (University of Valencia, Spain) and **Antonio Martínez-Sáez** (Polytechnic University of Madrid, Spain) investigate the degree of suitability of using four online genres (research articles, editorials, responses to research articles and responses to editorials) as authentic resources for the "optimization" of EMP teaching and learning process. Authentic materials, excerpted from a high-impact online medical journal *The BMJ*, have been evaluated in respect of their lexical diversity, lexical density and readability levels. The study informs the pedagogical practice in terms of the pre-selection of texts for EMP classes and tailoring the teaching process to EMP students according to the identified levels of readability and lexical richness of authentic medicine 2.0. materials.

The aspect of specialized language acquisition and retention is dealt with from a somewhat different angle in the study by **Selma Elkasović** (Juraj Dobrila University of Pula, Croatia) and **Jasmina Jelčić Čolakovac** (Faculty of Maritime Studies, University of Rijeka), who explore whether ESP learners are more likely to retain new Maritime English lexis used in adapted texts as opposed to authentic texts. Upon applying a number of clear and methodologically justified alterations to the selected original text (a maritime accident report), the authors argue that despite the noted higher level of ESP students' motivation with respect to authentic materials, using adapted texts set in a simplified context leads to not only a better retention of specialized vocabulary but also a higher readability of such texts.

The pedagogical challenges of using mother tongue (L1) in the ESP classroom are presented in a co-authored paper by **Tatjana Glušac** (Union University, Serbia), **Mira Milić** (University of Novi Sad, Serbia) and **Dragana Gak** (University of Novi Sad, Serbia). Drawing on mixed methods research, the authors explore ESP students' perceptions of using L1 by both ESP learners and teachers, taking into account the year of study, field of study, English language learning experience, and proficiency level. The results demonstrate that both ESP students and their

teachers use L1 as a scaffolding strategy for achieving various pedagogical, cognitive and affective benefits which aim to improve L2 learning.

The scope and limits of machine translation (MT) in the field of specialized discourse are highlighted in the paper by **Patrizia Giampieri** (University of Camerino, Italy/ University of Malta, Malta). Aiming to examine the reliability and quality of translation of legal documents, the author compares the machine-translation solutions (from Italian into English) of the words and phrases used in a distribution agreement to those in a corpus of authentic agreements drafted in English. Several limitations of using the MT in the legal field are identified. On the other hand, the study accentuates the benefits of corpus-consultation in specialized translation and the pedagogic implications of such methodology.

The last two contributions focus attention on the challenges in the realm of English for Academic Purposes (EAP). Relying on the main principles of genre analysis, **Ruth Breeze** (University of Navarra, Spain) examines 120 methods sections from journals specializing in qualitative social science research, specifically in the fields of healthcare and sociology, and provides a revised 15-step framework modelled on the 9-step framework used for analyzing the given sections in quantitative research. The scholar argues the additional six steps are likely to reflect disciplinary differences as they emphasize different types of researcher reflexivity and awareness of complexity related to collecting and analyzing data as well as ethical treatment of human subjects.

Kimia Soltani (a freelance researcher) and **Davud Kuhi** (Islamic Azad University, Tabriz, Iran) investigate the rhetorical structure of English research articles (RAs) through the lens of move recycling (MR). The authors explore how three groups of authors – genre analysts, Iranian, and non-Iranian RA authors – perceive the reasons for MR in their social science RAs. They thus identify seven factors that affect MR and highlight the importance of the obtained results in respect of tailoring EAP writing classes to cater for MR as one of the English academic writing conventions.

This issue of *ESP Today* closes with reviews of three recent publications which, as the issue itself, reflect a multi-faceted nature of ESP. **Diana M. Waigandt** (Universidad Nacional de Entre Ríos, Argentina) provides a detailed overview of the book *The Art and Architecture of Academic Writing*, co-authored by Patricia Prinz and Birna Arnbjörnsdóttir, and emphasizes the value of this handbook to students and researchers, non-native speakers of English, in “guiding them to become confident, independent writers” when using English “for academic, research and professional purposes in international academia”.

Natalia Ávila Reyes (Pontificia Universidad Católica de Chile, Chile) offers a comprehensive and well-informed account of the book *Scholarly Publication Trajectories of Early-career Scholars. Insider Perspectives* co-edited by Pejman Habibie and Sally Burgess. While navigating through chapters which rest on a pronounced autoethnographic perspective and reflexivity, Ávila Reyes reports on

all the intricacies involved in the development of academic writer identities of early-career researchers.

Finally, **Gail Forey** (University of Bath, United Kingdom) guides us through a myriad of theoretical principles and practical applications in Spoken English for Academic Purposes (SEAP) in her thorough review of the book *Pedagogical Innovations in Oral Academic Communication* edited by Megan M. Siczek. She highlights the importance of this edited volume for addressing a rather neglected area of academic discourse socialization – oral communication, and more importantly, its contribution to enhancing the teaching and learning of oral communication in varied academic contexts in higher education.

I will conclude this Editorial by thanking all our external reviewers for their care, timeliness and diligence in reviewing the work of their peers, thus contributing to advancing the knowledge within the ESP research community. Their help is especially valuable at a time when finding willing reviewers has become difficult as they are expected to do unpaid and largely unacknowledged work – this makes their contribution even more significant. Expert reviewers for this *ESP Today*'s issue were (in alphabetical order):

Pilar Aguado Jiménez, University of Murcia, Spain
 Edgar Bernad-Mechó, Universitat Jaume I, Spain
 Miguel Ángel Campos Pardillos, University of Alicante, Spain
 Kristina Cergol, University of Zagreb, Croatia
 Aleksandra Erić Bukarica, Union University, Serbia
 Arantxa Garcia-Pinar, University Centre of Defence (CUD), Spain
 Alireza Jalilifar, Shahid Chamran University of Ahvaz, Iran
 Mark A. James, Arizona State University, USA
 Violeta Jurkovič, University of Ljubljana, Slovenia
 Ljiljana Knežević, University of Novi Sad, Serbia
 Jason Miin-Hwa Lim, UCSI University, Kuala Lumpur, Malaysia
 Jagoda Topalov, University of Novi Sad, Serbia
 Sichen Ada Xia, City University of Hong Kong, Hong Kong SAR, China
 Tatyana Yakhontova, Ivan Franko National University of Lviv, Ukraine
 Wenhsien Yang, National Kaohsiung University of Hospitality and Tourism,
 Taiwan
 Hsieh Yi-Chin, Nanyang Technological University, Singapore

Nadežda Silaški
 Editor-in-Chief