

Editorial

**ENGLISH FOR SPECIFIC PURPOSES (ESP) AND ENGLISH FOR
ACADEMIC PURPOSES (EAP): EFFECTIVE MULTIMODAL
TEACHING STRATEGIES ACROSS THE CURRICULUM**

This special issue focuses on tracing the interactions between practice, scholarship and research across the ESP and EAP curricula, effective and engaging teaching strategies in ESP and EAP, contemporary approaches to teaching ESP and EAP, teaching strategies reinforcing the key role of theory in ESP and EAP practice and pointing the way to future directions.

This special issue synthesizes current practical topics written by active researchers and practitioners in their respective areas. It is comprehensive in dealing with issues that are changing perceptions of relevant topics in teaching ESP and EAP. Using contemporary research methods the authors offer insights into the ways in which the fields of ESP and EAP continuously change, evolve and rise to face constant challenges resulting from new instructional practices and current research investigations.

This special issue comprises a collection of 15 peer-reviewed papers and 5 book reviews written by scholars from around the globe who came together in their shared interest to offer new and innovative approaches to current topics in ESP and EAP. The issue offers new perspectives on topics such as digital teacher feedback, teaching academic writing through conceptual metaphors, innovative teaching methods in a culture integrated English language course, English for market research course design, teaching medical language with technology, a hybrid didactic ESP course, rhetorical analysis in business communication, move-step structure, citation practices, project-based learning and the impact of COVID-19 on higher education. The five book reviews in this issue offer an insight into current publications in ESP some of which have been published by renowned publishing houses such as Routledge and Cambridge Scholars Publishing.

The emphasis in this special issue is on promoting an understanding of and appreciation for the rich and varied current theory and practice surrounding ESP and EAP. Thus, the papers in this special issue offer a fresh outlook, and rigor and relevance in discussion of numerous aspects in scientific discourse and lexis. These illuminating articles highlight that contemporary scholars look upon these issues through a dynamic global prism and beyond any strict set of rules, which would otherwise lead them to ignore the ever-shifting changes in the fields of ESP and EAP that will stimulate intellectual curiosity of the diverse readership and further develop ideas for future research.

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Special Issue Editor