



UNIVERSITATEA BABEŞ-BOLYAI  
BABEŞ-BOLYAI TUDOMÁNYEGYETEM  
BABEŞ-BOLYAI UNIVERSITÁT  
BABEŞ-BOLYAI UNIVERSITY  
TRADITIO ET EXCELLENTIA



STUDIA UNIVERSITATIS BABEŞ-BOLYAI PHILOLOGIA  
Horea str. no. 31, 400202 Cluj-Napoca, ROMANIA  
Contact: philologia.studia@ubbcluj.ro

## Languages for Specific and Academic Purposes

Special Issue 4/2024

*Studia Universitatis Babeş-Bolyai Philologia*

[philologia.studia@ubbcluj.ro](mailto:philologia.studia@ubbcluj.ro)

### Guest editors

Professor Ken Hyland, University of East Anglia, UK

[K.Hyland@uea.ac.uk](mailto:K.Hyland@uea.ac.uk)

Dr. Octavia Raluca Zglobiu-Sandu, Babeş-Bolyai University, Romania

[octavia.zglobiu@ubbcluj.ro](mailto:octavia.zglobiu@ubbcluj.ro)

Dr. Andrada Fătu-Tutoveanu, Babeş-Bolyai University, Romania

[andrada.pintilescu@ubbcluj.ro](mailto:andrada.pintilescu@ubbcluj.ro)

**Deadline: 15 February 2024**

### Special issue information:

This special issue focuses on Languages for Specific Purposes and welcomes papers taking a research, pedagogical or theoretical perspective on the topic.

Language for specific purposes (LSP) is an approach to language education based on identifying the specific language features, discourse practices, and communicative skills of target academic groups, and which recognizes the subject-matter needs and expertise of learners. It sees itself as sensitive to contexts of discourse and action and seeks to develop research-based pedagogies to assist study, research or publication in English. It requires teachers to identify the diversity of disciplinary languages used in the workplace or academy and encourage students to engage analytically with target discourses and develop a critical understanding of the contexts in which they are used. This is probably the most widely adopted approach to language instruction in higher education today, involving thousands of teachers and students across the world.

Students now take a broader and more heterogeneous mix of academic subjects, some of which involve modular or joint degrees and emergent 'practice-based' courses such as nursing, management and social work. Further, they now have to deal with a broad range of modalities and presentational forms beyond written texts, and must learn to negotiate a complex web of disciplinary specific text-types, assessment tasks and presentational modes in order first to graduate, and then to operate effectively in the workplace.

This special issue of *Studia* addresses research on LSP or the application of understandings from it in the classroom. We are not only interested in empirical research but also classroom practices, and theoretical discussions. A point of central importance is that each chapter is directly about specific language instruction, either using English or another language. We are aware that LSP instruction occurs in a wide range of settings, is aimed at learners with various backgrounds (immigrant, foreign language, 3rd language, etc.), operates in various contexts (e.g., genre-based pedagogy, teaching for general or specific academic/occupational purposes), focuses on different modalities (print-based, digital, multimodal, oral), and encompasses a host of teacher activities (e.g., syllabus design, materials development, instructional delivery, provision of feedback, assessment). We are interested in papers covering any topical aspects in these diverse academic contexts.

### Manuscript submission information:

You are invited to submit your manuscript at any time before the submission deadline.

In this Special Issue we are interested in publishing full-length articles (6,000-7,000 words including references). All submissions should be in English and relate to the topic of the Special Issue. Please send your papers to the following email addresses: [philologia.studia@ubbcluj.ro](mailto:philologia.studia@ubbcluj.ro), [K.Hyland@uea.ac.uk](mailto:K.Hyland@uea.ac.uk), [octavia.zglobiu@ubbcluj.ro](mailto:octavia.zglobiu@ubbcluj.ro), [andrada.pintilescu@ubbcluj.ro](mailto:andrada.pintilescu@ubbcluj.ro)

Please include the following with your submission:

- Name(s) of author(s), institutional affiliation and bionote
- Type of submission
- Working title

For any inquiries about the appropriateness of contribution topics, please contact:

[K.Hyland@uea.ac.uk](mailto:K.Hyland@uea.ac.uk), [octavia.zglobiu@ubbcluj.ro](mailto:octavia.zglobiu@ubbcluj.ro), [andrada.pintilescu@ubbcluj.ro](mailto:andrada.pintilescu@ubbcluj.ro)

Please refer to the Instructions for Authors to prepare your manuscript:

[http://studia.ubbcluj.ro/serii/philologia/pdf/Instructions\\_En.pdf](http://studia.ubbcluj.ro/serii/philologia/pdf/Instructions_En.pdf).

**Submission deadline: 15 February 2024**

### Indicative bibliography:

- Basturkmen, H. (2021). ESP Research Directions: Enduring and Emerging Lines of Inquiry. *Language Teaching Research Quarterly*, 23, 5-11
- Belcher, D. (ed). (2009) *English for Specific Purposes in theory and practice*. (1-20). Ann Arbor: University of Michigan Press.
- Bell, D. (2022). Methodology in EAP: Why is it largely still an overlooked issue? *Journal of English for Academic Purposes*, 55, <https://doi.org/10.1016/j.jeap.2021.101073>
- Benesch, S. (2009). Theorizing and practicing critical English for academic purposes. *Journal of English for Academic Purposes*, 8, 81-85.
- Cotrău Diana, Andrada Fătu-Tutoveanu (eds.), *Academic Communication, Languages for Specific Purposes and Professional Communication in "Communication Revisited: (New) Media, Intercultural and Multicultural Communication"*, *Studia Universitatis Babeş-Bolyai Philologia* Volum 60 (LX), No.2/ 2015.
- Ding, A. & Evans, M. (eds). (2022) *Social Theory for English for Academic Purposes: Foundations and Perspectives*. London: Bloomsbury.
- Guillén-Galve, I., & Bocanegra-Valle, A. (eds.) (2021). *Ethnographies of Academic Writing Research: Theory, Methods, and Interpretation*. John Benjamins.
- Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. London, Routledge.
- Hyland, K. & Shaw, P. (eds.) (2016) *Routledge Handbook of EAP*. London: Routledge. pp 17-29.
- Hyland, K. (2018). Sympathy for the devil? A defence of EAP. *Language Teaching*, 51, 3. 383-399.
- Hyland, K. & Jiang, KF (2021). Delivering relevance: the emergence of ESP as a discipline. *English for Specific Purposes*, 64: 13-25.
- Hyland, K & Shaw, P. (eds.) (2016). *The Routledge Handbook of English for Academic Purposes*. London: Routledge.
- Hyland, K & Wong, L. (eds) *Specialised English: New directions in ESP and EAP research and practice*. Oxford: Routledge. Pp120-134
- Hyon, S. (2018). *Introducing genre and English for specific purposes* Routledge, New York.
- Luzón, MJ & Pérez-Llantada, C.(2022). Digital genres in academic knowledge production and communication: Perspectives and practices. *Multilingual Matters*.
- Nesi, H. & Gardner, S. (2012). *Genres across the disciplines: student writing in higher education*. Cambridge: Cambridge University Press.
- Starfield, S. & Haffner, C. (Eds.) (2023). *The handbook of English for Specific Purposes 2nd ed*. Malden, MA: Wiley-Blackwell.

- Paltridge, B., Starfield, S. & Tardy, C. (2016) *Ethnographic Perspectives on Academic Writing*. Oxford: OUP.
- Pérez-Llantada, C. (2021). *Research genres across languages*. Multilingual communication online. Cambridge: CUP
- Upton, T.A. (2012) LSP at 50: Looking back, looking forward. *Ibérica* 23: 9–28.