

# Editorial

A review of Languages for Specific Purposes (LSP) research over the past years, as seen through the lens of an international, JCR<sup>1</sup> journal like *Ibérica*, reveals a wealth of interdisciplinary research on academic and professional discourses. This is also reflected in this new issue of *Ibérica*, which contains eight original research articles and two book reviews that provide rich interdisciplinary insight into LSP. All the contributions illustrate the wide-ranging scope of current research in the field of LSP, as well as the wide range of theoretical and methodological approaches. These various approaches enable us to gain a better grasp of how specific languages work and what functions they perform in real life communication. The eight contributions of this new issue are summed up below.

The issue opens with an invited contribution by ELENA SHELDON, from the University of Technology, Sydney (Australia). Her article, entitled “**Dialogic spaces of knowledge construction in research article Conclusion sections written by English L1, English L2 and Spanish L1 writers**”, provides a very insightful corpus-based comparison of evaluative resources in academic written discourse in three language variables. This author draws on the Appraisal framework to assess how writers negotiate and construct interactive relations through the functions of evaluative language in written texts. This article also offers important insights for teaching multilingual researchers.

Following Sheldon’s contribution, RUTH BREEZE’s original article “**Researching evaluative discourse in Annual Reports using semantic tagging**” analyses the genre of the annual report to discuss the advantages of semantic tagging tools for investigating professional discourses. Using a corpus of annual reports from the field of business, this author provides an insightful description of the discourse of annual reports to shareholders from leading UK-based companies in four sectors: pharmaceuticals, food, mining and finance. The main aim of this article is to identify and critically assess the presence of shared value-systems in the discourse of the reports.

The article “**Améliorer la formation en français des personnels chargés du maintien de la paix: Le cas des policiers jordaniens**”, by ELIE ALRABADI and GHALEB KASASBEH (Yarmouk University, Jordan), provides an in-depth reflection of the linguistic needs of a professional community — police officers currently undertaking their missions of peacekeeping in

francophone countries. The rationale for the study lies in the authors' own interest in improving their teaching approach as ESP practitioners in the Jordanian police Languages Institute, Jordan. The article analyses the linguistic difficulties police face during their missions and discusses ways in which the precise language needs of these professionals can best be catered for.

The original article by JULIA VALEIRAS-JURADO (Universitat Jaume I, Castelló/Ghent University), NOELIA RUIZ-MADRID (Universitat Jaume I, Castelló) and GEERT JACOBS (Ghent University), entitled “**Revisiting persuasion in oral academic and professional genres. Towards a methodological framework for Multimodal Discourse Analysis of research dissemination talks**”, focuses on oral academic and professional discourses. The authors propose a methodological framework for Multimodal Discourse Analysis (MDA) of persuasion with the aim of analysing the wide range of different semiotic modes including words, intonation, head movements and gestures. The authors also propose an interesting tentative taxonomy of persuasive strategies and provide a detailed account of how these strategies are realised multimodally.

In her article “**Patterns of clusivity in TED talks: When ‘you’ and ‘I’ become ‘we’**”, GIUSEPPINA SCOTTO DI CARLO (Università degli Studi di Napoli ‘L’Orientale’, Italy) adopts a discourse analytical approach to examine the persuasive functions of language in science popularisation discourse. The article combines qualitative and quantitative corpus-based methods in order to identify and describe features of scientist-audience interaction in TED (Technology, Entertainment, Design) talks. The correlation of clusivity, tense, and modality patterns in these talks is explored and the strategies that scientists use in order to invite their audience to take on specific attitudes towards what is communicated are discussed.

The original article by YAN ZHANG (Shanghai Maritime University, China) and CLIVE COLE (World Maritime University, Sweden), entitled “**Maritime English as a code-tailored ESP: Genre-based curriculum development as a way out**”, provides a sound and fundamental reflection on genre-based curriculum development in the context of Maritime English. Its authors propose a very insightful and comprehensive framework that bridges the code-tailored ME curriculum development with the communicative language teaching approach. As these authors sensibly contend, the curriculum can be designed as to integrate linguistic systems, professional motivation and behaviours, communicative skills and cultural awareness into the teaching process.

The original article “**Culture and identity on intercultural business requests: A genre-based comparative study**”, authored by BERTHA DUBABCOCK (City University of Hong Kong) and HAIYING FENG (University of International Business and Economics, Beijing, China), explores the impact of the writer’s and the receiver’s national cultures and analyses the writer’s professional identity on the move structures of persuasive requests. The study draws on the genre analysis framework to describe similarities and differences in the use of structural moves in two corpora. The article also adopts a grounded theory approach to discuss the use of persuasive strategies in writing business requests.

The last original article, entitled “**The perception of the “English element” in Croatian ICT magazines with undergraduate and graduate computer science students**”, authored by DANIELA MATIĆ (University of Split, Croatia) reports on the results of a questionnaire administered to undergraduate and graduate students in computer science. The article contains an interesting commentary on students’ perceptions of issues of language acceptability and English borrowings in Croatian ICT terminology.

As stated previously in this Editorial, this new issue of *Ibérica* also contains two reviews. The first one is a review of the volume *Discourse in Context*, edited by John Flowerdew. This is a highly recommended reading for *Ibérica*’s audience. ANNA STERMIERI’s review very convincingly argues how the book achieves its purpose. Stermieri elaborates on the main strength of the volume, namely, its interdisciplinary approach, as it compares, contrasts and debates different theories and approaches to analyse discourse in context. FRANCISCO ALONSO ALMEIDA reviews *Beyond the universe of Languages for Specific Purposes: The 21st century perspective*, edited by Mary Frances Litzler, Jesús García Laborda and Cristina Tejedor Martínez, a collection of papers that addresses topics of interest in the field of LSP.

Finally, I would like to thank the following members of the Editorial Board (listed below in alphabetical order) for their time and interest in supporting a high quality peer-review process: Mercedes Rico (Universidad de Extremadura) and M<sup>a</sup> Luisa Carrió (Universidad Politécnica de Valencia). Invited external reviewers have also generously supported this process over the past months. I would also like to thank them for their detailed assessment of the manuscripts. Their expertise in providing relevant feedback on the submitted work is very much appreciated. These are, in alphabetical order:

Annelie Ädel (Dalarna University, Sweden)

Laurence Anthony (Waseda University, Japan)  
 Laura Aull (Wake Forest University, US)  
 Begoña Bellés (Universitat Jaume I, Castelló, Spain)  
 Miguel Ángel Candel (Universidad Politécnica de Valencia, Spain)  
 Tatiana Canziani (University of Palermo, Italy)  
 Francesca Costa (The Open University, UK)  
 Tomas Costal (Universidad Nacional de Educación a Distancia, UNED, Spain)  
 Olga Dontcheva-Navratilova (Masaryk University, Brno, Czech Republic)  
 Mercedes Eurrutia (Universidad de Murcia)  
 Francisco Ivorra (Universidad Politécnica de Valencia, Spain)  
 Michele van der Merwe (Stellenbosch University, South Africa)  
 Guzmán Mancho (Universitat de Lleida, Spain)  
 Silvia Molina (Universidad Politécnica de Madrid, Spain)  
 Sandro Nielsen (Aarhus University, Denmark)  
 Carmen Soler-Monreal (Universidad Politécnica de Valencia, Spain)  
 Girolamo Tessuto (University of Campania ‘Luigi Vanvitelli’, Italy)  
 Krystyna Warchał (University of Silesia, Poland)

The present issue will be the last issue managed by the current editorial team. To all of us, supporting *Ibérica* for the past four years has been a truly rewarding experience, both personally and professionally. As this is going to be my last editorial, I would like to take the opportunity to thank my colleagues of the editorial team, for their generosity with their time and dedication in maintaining the high quality standards of *Ibérica*. Also, I am most grateful to all the members of AELFE’s Executive Board, the journal Editorial Board and the International Advisory Board for their support and guidance. Last, but not least, on behalf of the editorial team, I would like to thank *Ibérica’s* authors and readers, as well as AELFE members, for their interest in the journal and for making it a truly international hub for knowledge sharing and knowledge exchange in the field of LSP.

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 Editor-in-chief of *Ibérica*

## NOTAS

<sup>1</sup> 2017 Journal Citation Reports® (Clarivate Analytics, 2017). [http://images.info.science.thomsonreuters.biz/Web/ThomsonReutersScience/%7Bda895e0c-0d4f-44f2-a6d5-6548d983a79f%7D\\_M151\\_Crv\\_JCR\\_Full\\_Marketing\\_List\\_A4\\_FA.pdf](http://images.info.science.thomsonreuters.biz/Web/ThomsonReutersScience/%7Bda895e0c-0d4f-44f2-a6d5-6548d983a79f%7D_M151_Crv_JCR_Full_Marketing_List_A4_FA.pdf) (Accessed 18/02/2018).