

Editorial

This issue of *Ibérica* brings together research and reviews from a number of areas that are taking on increasing importance for those of us who teach and research in the area of applied languages and professional discourse. To start, we have a stimulating Forum article by Philip Shaw, in which he shares a personal perspective on the development of our discipline, comparing the (very different) evolution of World Englishes and English for Specific Purposes. Although both represent a divergence from earlier notions that there is one standard form of a given language that should be researched, taught and learned, they have followed different paths. In the case of ESP, Shaw's critique of what he perceives to be the current preference for the language of elite groups, and his questioning of applied linguists' intense focus on EAP/EMI, might provoke heated responses among some readers. However, awareness of these same issues has helped to shape the current editorial approach in *Ibérica*, which is to move further towards specialised communication by looking at different languages and their role in areas of specialised activity, rather than to adopt a narrow focus on LSP for university-level L2 learners. From a professional perspective, such an approach means that LSP specialists should go more deeply into the communicative strategies used in professional/workplace settings (whether they are call centres or operating rooms). This is the attitude underlying the latest reference works in our area (e.g. Roelcke et al., 2025), and is likely to shape future developments. By gaining knowledge of the social, cultural, discursive and linguistic features of specialised communication, we can contribute to the understanding of effective communication in a multitude of different settings and contexts, going beyond the issue of whether the participants are communicating in an L1, an L2 or an L6. In the age of globalisation, such an approach is not only practical, it is absolutely necessary, and LSP practitioners are well equipped to developing it creatively.

Another way in which *Ibérica* transcends some of the issues that Shaw identifies surrounding ESP is its openness to different languages and contexts. *Ibérica* has always aspired to being a journal that covers more languages than just English. The research papers in this issue of *Ibérica* bring together contributions from China, Iran, Italy, Spain, Sweden, Taiwan, and

the United States, and provide insights into specialised communication in English, Italian, Spanish, Chinese and Russian. The specialised areas addressed in this issue range from medicine (doctor-patient communication as well as academic publication) to tourism, video resumes and legal translation. The important dimensions of teacher wellbeing and learner support are also included, and a number of papers focus on technological challenges such as multimodal communication and machine translation.

First, we are foregrounding an article that should be of broad interest to most ESP practitioners, as it focuses on the topic of teacher wellbeing. Irati Diert-Boté, Balbina Moncada-Comas and Xavier Martin-Rubió report their experiences from an action research project in an ESP course, in which they sought to improve teaching methods using genre pedagogy through a sustainable teaching environment. They describe how reflective practices significantly increased teachers' genre pedagogy awareness and implementation. However, they also bring to light various ways in which teachers' personal wellbeing and job satisfaction were affected, and suggest that structured, reflective approaches to action research could be beneficial for teacher wellbeing.

After this, we turn to two articles related to the area of tourism, but from very different contexts: online Italian food experiences, and ethnic tourism in China. In the first of these, Irene Cenni and Camilla Vásquez present a multimodal discourse analysis of videos posted by Airbnb hosts of Italian-food-related virtual experiences. In the second, Shuangyan Du and Cecilia Yin Mei Cheong develop a multimodal evaluative semiotic framework to research how tourism imaginaries are communicated via verbal and visual semiotic resources on mobile social media. Both of these articles shed light on multimodal discourse and demonstrate how important it is to understand the power of visual images in specialised communication.

These are followed by two papers on medical topics. The first of these compares novice and expert writing in respiratory research: authors Ashleigh Cox and Eric Friginal focus on how these writers highlight research gaps, finding that students tended to make bolder claims about the need for fresh research. Interestingly, they also find that many phrases listed in previous studies were rarely used – a result which might point to changing trends in medical writing. The second medically-related article, by Wei Xu and Hanyu Jia, breaks new ground by researching emerging digital genres for public scientific knowledge dissemination in Chinese, in this case examining how

experts communicated about Covid-19 on Sina Weibo, the largest Chinese microblogging website.

The next four articles pick up various strands in EAP. First, Hans Malmström, Diane Pecorari and Philip Shaw take up the thorny issue of vocabulary knowledge and vocabulary learning in English Medium Instruction, reaching the conclusion that the students who knew least at the start of the course were the ones who ultimately showed the largest gains. Then, Natalia Judith Laso Martín and Elisabet Comelles Pujadas describe measures to help EFL researchers cope with challenges in English for Research Publication Purposes based on an analysis of research paper drafts. Their results show an intriguing mismatch between the researchers' perceptions of difficulty and the problems that emerged in their drafts: participants regarded punctuation, wordiness and paragraphing as relatively easy, while the study of their drafts revealed that these areas caused major problems. After this, Mei Yang looks in depth at the role of 'that' clauses in qualitative, quantitative, and mixed methods research across the five main sections of research articles in the field of nursing, adding to our developing understanding of differences that owe more to the research paradigm (quantitative/qualitative) than to the discipline. Finally, Fatemeh Zolfaghari and Esmaeel Abdollahzadeh examine the citation practices of English L1 and L2 writers, and discuss some differences between the way writers cite at MA and PhD level.

The last three papers in the current issue touch on three important themes: preparation for the workplace, machine translation, and cultural differences in institutional identity construction. First, Fei-Wen Cheng discusses the challenges faced by Taiwanese students composing video resumes in English. Issues include problems with projecting one's professional identity within strict time limits, orchestrating multiple modes, and fine-tuning their kinesic abilities. After this, Pablo Ramírez Rodríguez tackles the complex area of machine translation applied to texts about criminal law, looking at Russian-Spanish translation of terminological phraseology. The last paper in this issue addresses the important area of institutional communication. Danni Yu looks at differences in the way Italian and American university presidents construct their own role in the speeches made when they open the academic year.

To conclude, we offer six book reviews, by Qiong Li and Yianying Du, Gevorg Grigoryan and Ning Huichun, Jiannan Song and Siyu Huang,

Zhujun Jiang and Victoria Lai Cheng Lei, Xiaoqian Li, and Slavka Madarova. These cover recent publications about gatekeeping in academic publishing, researching ESP, data analytics for discourse analysis, cognitive terminology studies, incivility in parliamentary discourse, and translation technology.

We wish to express our gratitude to all our peer reviewers, who generously offer their time to ensure that *Ibérica's* quality is maintained, and that all authors get a fair chance. For this issue, our thanks go to the following peer reviewers, in alphabetical order of surnames: Rafael Alejo, Martín Aoiz, Cristina Calle, Liming Deng, Ali Derakhshan, Katrien Deroey, Stefan Diemer, Gibson Ferguson, Miguel Fernández Álvarez, Ana María Fernández Vallejo, Rosa Giménez-Moreno, Walter Giordano, Niina Hynninen, Kevin Jiang, Bixi Jin, Henrik Kaatari, Kayo Kondo, Rosa Lorés, María José Luzón, Laura Muresan, Antonella Napolitano, Jean Parkinson, Bojana Petric, Esperanza Pradas, Margarita Rasulo, Hanne Roothoof, Noelia Ruiz Madrid, Carmen Sancho Guinda, Juliette Scott, Beyza Sumer, Magdalena Szczyrbak, Tímea Takács, Fatma Yuvayapan, and Yan Zhang. Our sincere thanks go to our book reviews editor, Jesús García Laborda, editorial manager Dámaso Izquierdo, and our highly efficient editorial assistants Pilar Gerns, Edurne Garde and Anna Metreveli, for all the work that they have put into this edition. Finally, we are also happy to see that video abstracts are gradually becoming a regular feature of *Ibérica*, so thanks go to digital content manager Edgar Bernad for his generous dedication to this task.

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