

Editorial

As the summer of 2026 begins, issue 51 of *Revista Ibérica* offers a sample of state-of-the art thinking in the areas of Specialised Communication and Languages for Specific Purposes, addressing some of the new challenges facing practitioners in our field in the current age of uncertainty, but also showing some of the continuities that place us in a longer tradition of teaching and research.

The tone for this issue is set by the Forum and Guest Article, both of which take a critical stance on the way that Artificial Intelligence is affecting our field, pointing to opportunities and threats for teachers, academics and translators working in the area of specialised language. In the Forum, Peter Crosthwaite takes on the subject of AI and makes an argument in favour of corpus-based Data Driven Learning, which he defends as a highly active form of engagement with linguistic data that has well-attested benefits for learning disciplinary language. He contends that AI integrated into corpus search engines can aid users, helping them to research self-built corpora by natural language input rather than traditional corpus query language. On a different note, Crosthwaite cautions against assumptions concerning differences between AI-generated and human texts, attributing these to prompting conditions rather than to a stable, predictable pattern governing the way humans and AI write. His piece is a call to action for corpus researchers to revisit their baseline methodologies and continue to experiment, particularly as regards the interactions between users, corpora, and AI systems.

Our guest article is by Ana Bocanegra-Valle, whose extraordinary contribution as editor of *Revista Ibérica* over so many years (2006-2014) needs to be fully recognised. Her article provides a panoramic overview of current changes in knowledge production and sharing, which are transforming scholarly publishing and research dissemination practices. In the first part of her paper, she looks at the evolution of academic genres in the digital age, at Open Science practices, and at opportunities provided by social media to bring knowledge to a wider audience. Importantly, she also investigates the darker side of the digital turn, such as predatory journals or fraudulent attempts to trade on the reputation of authentic journals (as recently

happened in the case of *Ibérica* – see our Editorial in issue 48). In the second part of her article, she turns to the crucial question of how generative artificial intelligence (GenAI) is changing the way that people conduct, write up and disseminate research. She highlights the need for academics to become AI-literate, but also sets out the challenges GenAI poses to scholarly integrity and authorial voice, as well as the ethical dilemmas facing publishers. Her paper ends with a call for such tools to be deployed ethically and responsibly, under expert human supervision.

Our first two research papers are evidence that *Ibérica* is living up to its aim to cover a wide range of specialised languages and address the needs of practitioners in many different fields. First, Justyna Kendik-Gut and Łukasz Grabowski explore applications of corpus linguistics to support vocational education for the automotive industry in Poland. Their paper provides several supplementary resources, including keyword lists, that will be useful for anyone working in this area. Then, Tim Hammrich reports on an experiment concerning how Spanish university business students learn specialised German vocabulary. His results suggest that intentional learning using a specific application leads to better learning gains.

After this, three papers approach the subject of academic writing, but from very different angles. Jagoda Topalov, Vesna Bogdanović and Biljana Radić-Bojanić compare the use of code glosses in MA dissertations written in English by native users and those from a Serbian and Croatian language background. They find that the novice writers tend to use more reformulation, while underusing exemplification, and that their work is characterised by the use of a smaller number of discourse markers. After this, Emily Di Zhang, Nan Zhou and Shulin Yu focus on L2 writers' paraphrasing competences, identifying three different profiles among their Chinese and Japanese students. Their analysis of five paraphrasing subskills adds a further instrument to the toolkit for teaching academic writing. Finally, Kevin Jiang and Yunfei Ji provide a diachronic study of stance features over thirty years in the development of one distinguished academic writer, namely James Martin, whose work on SFL and Appraisal will be familiar to most readers.

The next three papers in this issue cover a variety of specialised languages. Yi Zhong and Xin Zhao approach medical communication in the context of rural Chinese medical consultations, in a study organised around the concept of resonance as an essential facet of doctor-patient alignment.

Yun Pan, Jie Wang and Yan Zhang apply conversation analysis to the area of maritime communication, showing how this methodological approach adds to our understanding of interaction in contextualised, specialised discourse, but also shedding light on the limitations of stipulated communication protocols in high-stakes talk from contexts where safety is critical. Safety is also the main focus for Yixin Chen, Enhua Guo and Mei Li, in their paper on the multimodal construction of messages in preflight safety videos (PSVs), which play a critical role in preparing passengers for potential emergencies.

The last three papers take us back to familiar themes from *Ibérica's* past issues. Asma Alshehri provides further insights into feedback on student writing, comparing human responses with those generated by AI. Hang Yu, Sijia Chang, Wangrou Liu and Yuhang Wang follow up on the theme of corporate sustainability reporting, a highly relevant topic that always attracts considerable engagement from *Ibérica* readers, with an article on how Huawei has developed its representations of sustainability over the years. Finally, Xiangdong Li takes us to the subject of specialised translation, in this case looking at translators' perceptions of the difficulties experienced when translating texts from the humanities and social sciences, and their ratings of the relevant competences. Issue 51 ends with three book reviews, which also reflect the themes raised in the journal. The books under review are: Fontaine, Jones and Schönthal's *Referring in Language: An Integrated Approach*; Walková's *Teaching Academic Writing for EAP: Language Foundations for Practitioners*; and Borowska's *English for Aeronautical Communication*.

Our heartfelt thanks go to Editorial Team Coordinator Dámaso Izquierdo, Editorial Assistants Edurne Garde and Pilar Gerns, and to our wonderful team of peer reviewers who have worked so hard to ensure the continuing quality of our journal. For issue 51, we would particularly like to thank: Martín Aoiz, Marta Andersson, Mariana Boeru, Cristina Calle, Pascual Cantos, Nguyen Huu Chanh, Shuangyan Du, Jan Engberg, Miguel Fernández, Ana María Fernández-Vallejo, Eric Friginal, Isabel Herrando, Peter John, Adrienn Károly, Baraa Khuder, Kayo Kondo, Mary Catherine Lavissière, Yongyan Li, Martin Nielsen, Jack Pun, Hanne Roothoof, Gilmar Dos Santos, Carmen Sancho Guinda, Josep Soler, Tímea Takacs, Francesca Vitali, and Danni Yu. Thanks also go to our Book Reviews Editor Jesús García Laborda for his constant work and support, and our Digital Content Manager Edgar Bernad, who is actively encouraging authors to submit video abstracts. We very much hope that you will all enjoy reading *Revista Ibérica* 51,

and we would be pleased if some of you felt inspired to submit comments to our social media (@IbericaJournal), or even to submit an article for a future issue of the journal.

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