# Editorial

This issue is the last one with me as editor-in-chief. I step down with the satisfaction that *Ibérica* has regained its Q1 status in editorial rankings and keeps enthusiastically responsive to the needs and challenges demanded by academia. The incoming tandem of chief editors, formed by Dr. RUTH BREEZE (Universidad de Navarra, Spain) and Dr. MARIA KUTEEVA (Stockholm University) is working hard to have the new journal platform ready for 2022 and thus facilitate submissions, manuscript management, and the work of databases. Other pending challenges will be gradually met in the near future, among them a more official form of recognition for the generous services of external reviewers (via Publons, for example), and the reconciliation of the global and the local; that is, the publication in English as lingua franca coexisting with the vernacular versions of some articles closing every issue. In this regard I want to thank Drs. Ángel Felices Lago (Universidad de Granada, Spain) and Ana Isabel Moreno (Universidad de León, Spain) for their insightful comments and valuable suggestions during the discussion around *Ibérica* held on July 9, 2021, at the International AELFE-TAPP Conference hosted by Universitat Politécnica de Catalunya. Other promising ideas recently considered are the creation of a section displaying current research projects, which could even include short video clips introducing the research team members, the project highlights, and the institution in charge of the initiative, as well as regular calls for seminars and webinars.

The topical map of this fall issue opens with an overview of the tenets of Positioning Theory and their application in the EMI classroom. The guest article by HAYRIYE KAYI-AYDAR and ANGEL STEADMAN discusses how our adoption of positions derived from our beliefs, rights and duties, together with our repertoires of acts and their implementation within a given group, and the story lines we live out in our daily encounters situate us dynamically in our teaching contexts. They leave a singular imprint on our work, and ultimately configure our 'selves'—our identities as teachers. This theoretical framework from the 1980s, now freshly applied to EMI settings, brings to the fore power issues that may lead us to reflect on and devise more integrative approaches to the use of English as vehicle of international

instruction in higher education. These outlooks may be linked with the observations made in this issue by ANDREA MARTÍNEZ CELIS in her review of the volume ROAD-MAPPING *English Medium Education in the Internationalised University* (Palgrave Macmillan), co-written by Emma Dafouz and Ute Smit in 2020.

The growing presence of studies on multimodality in Applied Linguistics materialises here in two articles, one exploring the engagement strategies in TED Talk scientific popularisations and the other revealing how multimodal resources serve the promotional purposes of corporations and construct the social meaning of their performances. In the first study, SICHEN ADA XIA and CHRISTOPH A. HAFNER conclude that engagement in digital media is achieved by means of a combination of multiple semiotic resources afforded by today's technologies, showing how five distinctive and strategic multimodal configurations are shaped in their samples from the discipline of Biology. Visual aids, distance (i.e. long shots of the speakers), the speakers' gaze and gestures, questions, and personal emotions are contextualised engagement components that involve audiences as part of the scientific popularisation process.

The second study, by KUMARAN RAJANDRAN, discloses how multimodality is also used for promotional purposes in Financial Communication, particularly in the genre of earnings videos, and helps build corporate identity. The author posits the existence of five inter-complementary discursive strategies, whose choices likely depend on coercive, mimetic and normative factors, and may be grouped into the following categories: emphasis on corporate contribution, display of beneficial activities, spatio-temporal anchoring, humanisation of information, and risk acknowledgement. The triangulated research presented, which compares strategies in three languages (English, French and Spanish), opens an attractive window onto contrastive research based on different factors, such as corporations of diverse sorts and sizes, years, or national cultures.

Multimodal environments certainly influence the structure and discourse of professional genres, as GIROLAMO TESSUTO postulates in his article based on Genre Analysis. He dissects the genre of the digital press release informing on the case-related activity of judicial courts and specifically of the European Court of Justice, whose press releases project its social and institutional identity. The systematic analysis undertaken by the author looks into the context of use of such texts, their generic structure, and the

function of intertextuality, inter-discursivity and selective re-contextualisation at various levels of organisational structure. His major conclusion is that the migration of traditional 'offline' genres and discourses to the web and their ensuing permanence in a 'double' multimodal territory might explain the process of genre change.

An overall rhetorical perspective is followed in two of the studies contained in this issue—those by ERDEM AKBAS and MARYAM FARNIA and by BECKY C. KWAN. The former scrutinises a cross-disciplinary corpus of 300 research highlights from the hard sciences (Chemistry and Computer Science) and soft disciplines (Linguistics and Management) to discover what moves predominate in each field. Their findings suggest that, while the move 'promoting the results' is common to both the hard and soft sciences, hard science scholars' second priority is the promotion of methodological issues, whereas for soft science writers it is the provision of background information. The latter study addresses the use of introduction 'determinants' (i.e. purpose statement, research question and hypothesis) in three types of research articles belonging to different epistemological traditions within the area of Information Systems: behavioural science research, interpretivist research, and design science research. KWAN's results underscore that each type of article has its own characteristic, quasi-obligatory determinant variants, which calls for an epistemologically-sensitive taxonomy of introduction determinants with a view to devising pedagogical applications.

Finally, there are three contributions of a more lexico-grammatical nature. The first of them, by VESNA BRATIĆ and MILICA VUKOVIĆ STAMATOVIĆ, investigates how the lexical profile of literary academic papers differs from that of research articles from other disciplines and affects reading comprehension, in particular among non-native speakers of English. Despite the lexical similarities between research articles on Literature and those from the social sciences and the Humanities, the vocabulary of literary academic papers is broader and somewhat more complex, which points to the limited value of teaching academic vocabulary to students of Literature.

The second contribution under the linguistic prism is CARLOS PRADO-ALONSO's corpus-based analysis of subject-auxiliary inversion in academic prose. According to his findings, syntactic inversions are directly related to the degree of writer involvement in the text, usually higher in Learned

Exposition (social behavioural sciences, political science, law, education, and the humanities) than in Scientific Exposition (engineering and technology in general, natural and medical sciences).

To conclude, the contribution by IRIA DA CUNHA, M. AMOR MONTANÉ, BEATRIZ FISAS and M. ÁNGELES ESCOBAR determines the prototypical linguistic and discoursal features of three of the most frequent genres in Tourism: the informative article about tourist destinations, the travel blog post about travellers' experiences, and the rules and regulations for tourist accommodation facilities. The findings yielded by their 60-sample corpus in Spanish show significant quantitative and qualitative differences, evince that first-person writing and the active voice characterise travel blogs, and pave the way for the design of automatic multilingual tools for assisting professional activities and serving pedagogical purposes.

As is customary at the end of each issue's editorial, *Ibérica*'s Team wants to thank most warmly all the external reviewers who have evaluated submissions between January and June 2021. They are, alphabetically mentioned:

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Expectedly, *Ibérica* maintains its high standard of international collaboration: the present issue gathers contributions from Hong Kong, Italy, Malaysia, Montenegro, Spain, Turkey and the USA and disseminates a wide array of research topics and methodologies. On this occasion, a pair of sweeping cross-disciplinary orientations go hand in hand with the specificity inherent in the discourses of Biology, Literature, Law, Information Systems, Economics, and Tourism, and their associated methods comprise corpus, multimodal, genre, morphosyntactic and lexical analyses.

May *Ibérica* live long and become even more fecund than it has been so far, reinforcing existing scholarly networks and tending others across disciplines, cultures, and communities of practice.

I am certain that I leave it in very good hands.

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