



Across Cultures
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ESP Across Cultures

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ESP Across Cultures is a double blind peer reviewed international journal that publishes theoretical, descriptive and applied studies on varieties of English pertaining to a wide range of specialized fields of knowledge, such as agriculture, art and humanities, commerce, economics, education and vocational training, environmental studies, finance, information technology, law, media studies, medicine, politics, religion, science, the social sciences, sports, technology and engineering, tourism, and transport. The journal addresses a readership composed of academics, professionals, and students interested in English for special purposes particularly from a cross-cultural perspective. The aim of the journal is to bring together scholars, practitioners, and young researchers working in different specialized language domains and in different disciplines with a view to developing an interdisciplinary and cross-cultural approach to the study of ESP.

ESP Across Cultures is indexed in Scopus and is covered in *Linguistics & Language Behaviour Abstracts*, *MLA International Bibliography*, *Translation Studies Abstracts* and *Bibliography of Translation Studies*.

Foreword

Welcome to volume 18 of *ESP Across Cultures*, the eighth to be published in on-line format, and the third to be published in the era of Covid-19. There are eight papers in the current issue, all focusing on particular aspects of English for Specific Purposes from a cross-cultural perspective.

In the first paper Diana Al-Aghbari investigates the importance of developing pragmatic competence for medical students at Taiz University in Yemen using a qualitative approach by conducting interviews with graduate medical students to ascertain their experience and ideas concerning English learning and use. The data show that students are aware of the need to learn English in different contexts besides the medical field. The author thus proposes a three-phase model for integrating pragmatic competence into the teaching of English for medical students, though she warns that the proposed guidelines should not be used prescriptively.

In his paper Richard Chapman “attempts to offer a critical view of the assumptions that inform the claims and practices associated with the teaching and learning of English as a second language, and to tease out possible ideological positions they stem from.” The author then suggests how English teaching might develop after the pandemic and its economic aftermath. Chapman proposes a radical overhaul of the theoretical underpinning of English teaching and he attempts to posit “attested good practice in a changed worldview and altered circumstances and a re-examination of the relationship between the centre and the periphery.”

Stefania Consonni and Michele Sala examine the linguistic and rhetorical formulations of taboo and taboo-related ideas about Donald Trump from a cross-cultural standpoint by investigating how two British tabloids, *The Sun* and *The Daily Mirror*, have represented the former US President over a three-year period. The authors focus in particular on “how what Trump did or said tended to be conceptualized in terms of taboo in headlines”, analysing how British mainstream news media tend to engender a popularized and trivialized image of US and global politics. Taboos in social discourse are seen from both a cognitive and a pragmatic perspective.

The next paper, by Ester Di Silvestro and Marco Venuti, also focuses on politicians, but this time from a multimodal perspective by looking at how five right-wing populist leaders – Donald Trump, Matteo Salvini, Giorgia Meloni, Marine Le Pen, and Boris Johnson – “perform masculinity traits through visual and textual discourse practices on Twitter and Instagram.” The authors conclude that these political leaders “commonly build their public persona, their charisma, and ultimately their leadership also through the (self)representation of typical traits associated with populist masculinity”, even if they come from different cultural backgrounds.

In his paper Daniele Franceschi proposes a “proof-of-concept teaching methodology for developing learners’ communicative skills in the context of lawyer-client interactions” by drawing learners’ attention to the verbal as well as the nonverbal features of this type of encounter. Franceschi proposes a methodology consisting of five main steps: the observation/interpretation of the non-verbal signs of a muted lawyer-client interaction; the acting out of the possible dialogue; reconstructing/transcribing the ac-

tual verbal exchange; the analysis of the multimodal transcription of the interview; and the performance of role plays.

Within the context of the continued dominance of English in global trade, and the need to communicate successfully in legal English in cross-border settings, Christopher Goddard reviews and analyses five academic texts by LLM scholars in Latvia. The author pinpoints the “overlapping common themes, potential pitfalls, and solutions for practitioners” with the aim of identifying the skills required by lawyers, “to open avenues that may lead towards approaches to teaching, learning, and using legal terminology and drafting legal texts in ‘cross-system’ contexts”, in order to further comparative legal linguistic research in the field of legal ESP.

In her paper Jennifer Lertola examines the application of Audiovisual Translation in Foreign Language Learning within a communicative approach. She argues that captioning and revoicing can enhance receptive and productive language skills, allowing language learners “to deal with authentic multimodal material that combines both verbal and non-verbal elements in an innovative and motivating manner.” The author discusses an exploratory study on applying a less-studied revoicing mode, i.e. free commentary, with Infant Education students of English as a Foreign Language in a Vocational Education and Training centre in Madrid.

In the final paper of this volume, Ian Michael Robinson discusses the training of secondary school teachers in CLIL methodology at a southern Italian university. The author explores the issues involved in preparing these teachers and their feelings about their preparation by examining the answers given by a group of CLIL teachers in response to a questionnaire about their motivation and their concerns. Robinson observes that “the different cultural aspects produce a variety of contexts for CLIL to operate in and, therefore, a variety of CLILs.” He concludes that “having limited resources and support does hinder the work that we can do but that Italy has made a start to improve the situation.”

The last time we publicly thanked external referees was in issue 16 (2019). Since then, the following scholars have all reviewed papers for the journal:

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I hope you enjoy the current issue of this journal, and please feel free to look at any of the past issues, all available online.

Christopher Williams
(Chief Editor)

