

Introduction

In a complex global and local situation of war and discourse of violence, we want to highlight the constructive energy of all those involved in the creation of this publication. We are delighted to present a November issue which features an impressive collection of twenty articles by authors of different geographical locations: Argentina, Colombia, India, Indonesia, Jordan, Nigeria, Norway, Pakistan, UK and Vietnam. This issue is particularly special as it includes a section dedicated to languages for specific purposes (LSP), with a strong emphasis on English for specific purposes (ESP). The articles covered in this issue, ranging from research pieces through classroom accounts to materials reviews, turn the spotlight on tailoring the teaching of an additional language to the distinct requirements of the disciplines.

The first six articles in our special issue bring a wealth of insights. Dewi and Subekti explore Indonesian ESP learners' reticence to use the L2 and its relation with confidence, unveiling pedagogical implications regarding the enhancement of learner talk in a safe environment. Llana discusses the challenges faced by Information Technology researchers in Argentina and the co-editing processes employed to improve their academic writing. Falasca presents the perceptions of EFL trainee teachers in Buenos Aires on the challenges of designing ESP courses. M and Nair offer a reflective piece on adopting ESAP-based language instruction for Botany students in Kerala, India. Garofolo, Remondino, Baudino and Dichiarà describe a genre pedagogy-based approach to teaching reading in Veterinary Medicine and Educational Sciences. Valdìri Vinasco, Miranda Nieves, and Garcìa Arteaga propose an ESP course design for Natural Science teachers from an intercultural and decolonial perspective.

Continuing with the special issue, Moyetta, Carpintero, Galfioni and Bracamonte reflect on the knowledge base required for ESP practitioners, underscoring the importance of interdisciplinary collaboration and specialised training. Panza details a corpus-based approach for selecting frequent noun sequences for Chemistry students, while Ferrer outlines a needs analysis for designing Business English courses in Foreign & International Trade. Kumar, Channa, Aleksandrova, and Akbar examine the challenges faced by Pakistani university students from various Science departments in speaking English, focusing on their specific needs. Muñoz, Fuenzalida Caspar, Galfioni, and Rocca delve into the dual roles of LSP practitioners within academia and the profession. Lastly, Picchio and Dichiarà share their experience of teaching English for professional purposes to Accounting students.

In the research articles section, Hazaymeh and Aljawarneh offer a cross-linguistic analysis of numerical idioms and proverbs in Arabic and English, revealing shared and distinct features. Ajayi, Oyetoro, and Ogundare explore an array of discursive strategies employed in the construction of victimhood in scam emails. Toan investigates factors influencing English conversational interaction between teachers and students in Dong Nai Province, Vietnam and proposes methods to strengthen interactions. Raja and Ali analyse the role of language in virtual gaming spaces, attending to aspects such as identity, addiction, and communication. Al-Kadi and Khalifeh explore the repertoire of oxymorons undergraduate students have and how it affects overall academic performance.

The final three articles include a classroom account and two materials reviews. Tavella, Fernández, and Porto describe an outdoor didactic sequence that uses nature to facilitate additional language learning. Dahal reviews the book *Mentoring Teachers: Supporting Learning, Wellbeing and Retention*, praising its guidance for effective mentoring. Polastri reviews *Existence: Eight LGBTQIA+ Inclusive ELT Resources* by

Peter J. Fullagar, recognising its worth in a publishing market that continues to hide the existing umbrella of gender identities away from ELT coursebooks.

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We hope you enjoy both the special and regular sections in this AJAL issue. As you read it through, you will see that the above-mentioned articles dialogue with and complement each other, and criticise long-held practices so as to advance in the professionalisation of the LSP domain as well as scrutinise the use of language in diverse life spheres. Thank you for being there!

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