



Beyond the Universe of Languages for Specific Purposes: The 21st Century Perspective.

Mary Frances Litzler, Jesús García Laborda y Cristina Tejedor Martínez (eds).

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This volume represents a good contribution to the field of Language for Specific Purposes (LSP), as it reunites 29 papers, all of them showing leading topics in LSP. The distribution of papers is gathered according to interests related to the areas of (a) teaching, (b) linguistics, and (c) translation. The contributors are well-known in their disciplines, and that calls for the quality of their papers. The length of the papers does not seem to go beyond the three thousand words each, but this should not stand as a drawback, since they fulfil the objective of showing updated material in LSP research as well as descriptions of ongoing projects. There is not a proper introduction, and a “Foreword” written by two of the editors, Dr. GARCÍA LABORDA and Dr. LITZLER, contextualises LSP and offers a justification of its importance, including historical evidence.

The title of the book seems self-explanatory, but the reader should not expect a substantial number of languages under focus. English and Spanish are principal, but the methodology developed in all of them are of use for application with other language bodies of data. The majority of papers supports the use of technological implements, e.g. videoconference or software for management of large textual corpora and text retrieval. Translation also occupies a third of the volume, and this is not reflected in the title.

There are some aspects I have some reservations about. Some studies are not placed in the correct sections in the volume. These are the cases of (a) SANTAMARÍA GARCÍA’s contribution, which should be placed in the Linguistics section, (b) RÁBANO LLAMAS and HERNÁNDEZ BARRIOPEDRO’s paper, which should be also allocated in the Linguistics section, and (c) the cognitive study developed in CORTÉS DE LOS RÍOS and BRETONES CALLEJAS. This last one, allocated in the translation section, explores the use of mental

schemes and representations, as suggested in car adverts in *Iberia Ronda Magazine*. This is not made explicit in the corpus description, but unless the authors had focused on the adverts included in this in-flight magazine and possible renderings in a second language there included, the paper should appear in the central section of this monograph, i.e. Linguistics.

Some of the studies do not include a thorough description of the data and/or the method carried out to accomplish the research described. In general, in specific studies based on corpora, I miss some more information on the compilations, and how texts were collected and handled. From this perspective of methodology, readers are not always informed whether analyses are performed manually or through corpus tools. Some papers omit information on which statistics could be raised as well as other fundamental features in corpus making and use, e.g. corpus length. Besides, there are cases in which no normalisation of data to make findings comparable is made in contrastive studies.

Finally, I have missed some key references and names in the bibliography in some fields, as happens with intercultural studies, for example. One clear absence is Kecskes (2014). Other fundamental omissions are concerned with the study of mood and modality, among which I would include Palmer (1998), and Nuyts and van der Auwera (2016), the least.

All the papers are instructive as well as challenging. For reasons of space, I cannot offer a complete analysis of each one of them. I do not want, however, to miss the opportunity to make a special mention of BARREIRO ELORZA and SANCHO GUINDA's paper. This work describes a long-term CLIL experience at Universidad Politécnica de Madrid for the promotion of sci-tech innovation. Their work deals with genre and styles, and students learn to become autonomous in a real environment after a training program developed in a designed workshop, where they acquire minimal competences in this respect. The result is a simultaneous contribution between communication and technology. The complete venture, as the authors themselves named their research and experiment, leaves a number of questions concerning CLIL assumptions the authors propose for further consideration. Altogether, this is high-quality research and represents an excellent contribution for LSP teaching and learning, as it shows how linguistic knowledge and technology can be integrated to provide professional results. Much in the line with what has been done in historical pragmatics with the study of changing forms and functions over time, the

authors come to evince the way in which the evolution of scientific thought goes hand-in-hand with the evolution of scientific textual genres.

My final words are of praise for the quality of the research these papers exhibit. Even if editorial nuances are somehow inevitable, there are some omission, misspelling and punctuation issues that should be detected in case a reedition is ever thought as a possibility. This also includes other formatting aspects, such as the fact that some section headings appear on one page and accompanying running text appears on the following. Besides, references should show the same citing conventions throughout the complete volume, and make sure all of them are complete. In addition, also from a formal, technical perspective, my opinion is that abstracts in English should precede all the contributions texts to give it a more international scope. As a reader interested in LSP, I have missed a proper introduction describing the internal organisation of the volume and in what way(s) this monograph is innovative.

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