

Editorial

Process writing is often used as the methodology of choice in LSP writing courses. It is commonly believed that the compositional process of drafting and revision will lead to better writing results, whereby 'results' refer not only to the final written product, but also to the development of language required to produce the text. This includes the cognitive skills involved in choosing, using and internalising the vocabulary that the learner 'discovers' and applies in the writing process.

It is this latter aspect of process writing that is the focus of this issue of *Scripta Manent* with Inna Kozlova and Marisa Presa's article on the "Cognitive aspects of problem solving using dictionaries in L2 writing". Their article links research into dictionary use with cognitive studies of writing in a foreign language within an ESP context. Prompted by conflicting views in the literature concerning when a dictionary should be consulted in the writing process – if at all – the authors' research sets out to 'guarantee the *relevance* of consulting a dictionary' (editor's italics). The use of dictionaries is investigated within a problem-solving approach to text composition in which dictionary consultation is understood to be a 'complementary decoding activity' that may change a learner's internal resources, thus allowing for better encoding after dictionary consultation as well as leading to vocabulary retention as a result of the cognitive effort involved in dictionary consultation. Besides being a valuable addition to research in the field, the insights gained from this study may prove particularly useful for LSP teachers considering the use of dictionaries in their own writing courses.

Also in this issue of *Scripta Manent*, Šarolta Godnič Vičič reviews "Reading Tourism Texts: A Multimodal Analysis" by Sabrina Francesconi. Given the current LSP interest in 21st century skills and, with it, a surge of research into multimedial multimodal literacies, this timely book analyses tourism and travel 'texts' that transcend the written word to incorporate visual and aural modes. Students currently studying Tourism and related areas need to be introduced to the multi-sensory dimensions of tourism and travel literature so that they can not only understand it, but also be in a position to produce it themselves. This is a significant development that LSP teachers working in the field should engage with and embrace in their teaching. The book therefore represents an important resource for LSP teachers of Tourism Studies. However, as the review shows, it will be of equal interest for those teachers more generally interested in developments in multimodal literacies research as well as for applied linguists working in the field of discourse analysis.

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Guest Editor