

Editorial

The past volume of *Ibérica* was a special issue on the 20th anniversary of our European Association of Languages for Specific Purposes (AELFE). The whole volume has been greatly appreciated by AELFE members and highly welcomed by LSP readers worldwide who have accessed the enlightening works of most members of the journal International Advisory Board through open access academic platforms. Only time will tell if *Ibérica* no. 24 has been a landmark in the life of AELFE, and hence of *Ibérica*, but, in the meantime, we can enjoy reading its name in the international academic publication scene and seeing how it “collocates” with other highly-reputed LSP and linguistics-related journals around the globe:

LSP research around the globe is published in LSP-specific journals, often with a focus on English for specific purposes (e.g., *Anglais de spécialité [ASp]*, *The Asian ESP Journal*, *English for Specific Purposes*, *ESP Across Cultures*, *ESP World*, *Fachsprache*, *Ibérica*, *Journal of English for Academic Purposes*, *Taiwan International ESP Journal [TIESPJ]*), and in more general linguistics-related journals (e.g., *AILA Review*, *Applied Linguistics Discourse Studies*, *Discourse and Society*, *Language Learning & Technology*). (Lafford, 2012: 15)

In the field of linguistics, 199 journals are at present (September 17th, 2012) OA: the only high-quality LSP journal that is OA is *Ibérica*. Other pedigreed LSP-related journals, such as *English for Specific Purposes*, *Journal of English for Academic Purposes*, *Teachers of English for Speakers of Other Languages Quarterly*, *Applied Linguistics*, *Journal of Second Language Writing*, etc. are not OA. (Salager-Meyer, 2012: 62)

New ideas and issues in LSP are often first addressed in the three leading journals in the field: *English for Specific Purposes: An International Research Journal*, *Ibérica* (journal of AELFE, the European Association of Languages for Specific Purposes), and *Journal of English for Academic Purposes*. (Upton & Connor, 2013: 8)

Comments such as these above, together with the increasing inclusion of the journal in index lists and data bases, attest the growing reputation of *Ibérica* in today's LSP research. In line with this, I am very pleased to announce that *Ibérica* has been, or will shortly be, included in three new relevant lists: MIAR, CARHUS Plus+ and REDALYC.

By the end of 2012 *Ibérica* began to appear in the database “Information Matrix for Journal Ranking” (or MIAR, for short, following its Catalan abbreviation) with an index rate of 7.614. Also, *Ibérica* will be listed in CARHUS Plus+ as from 2013 in the updated lists to be released this present year. CARHUS Plus+ is an evaluation system that assesses scientific journals in the areas of Social Sciences and Humanities both in Spain and abroad and classifies them by applying an indicator – known as ICDS – that measures the impact of journals in scientific databases and index lists. CARHUS Plus+ has been developed by the Catalan Agency for Management of University and Research Grants and is commissioned by the Spanish General Directorate of Research. Because both MIAR and CARHUS Plus+ offer a relevant measurement of research quality in the fields of the Humanities, they are taken into account by the Spanish Ministry of Education and the National Agency for the Assessment of Research Activity (CNEAI, following its Spanish abbreviation) when evaluating the productivity of researchers in Spanish universities in view of accreditation and tenured promotion.

REDALYC is the network of scientific journals published in Latin America and the Caribbean, Spain and Portugal hosted by the Autonomous University of Mexico (UAEM) and, very probably, the most reputed open access data base for the Spanish-speaking academia. After an in-depth assessment of this journal, its policy, evaluation procedures, admission/rejection criteria and published volumes, REDALYC has accepted *Ibérica* for next inclusion in its updated lists and awarded the journal with its corresponding certificate. REDALYC’s work and contribution to the global spread of scientific knowledge is prompted by the belief that “the science that cannot be seen, does not exist”, or put it the other way around, “science does not exist if it cannot be seen”; indeed, this timely inclusion will contribute to boost the scientific visibility of *Ibérica* worldwide and, particularly, among Latin American countries.

The opening paper of *Ibérica* no. 25 is authored by Richard F. Young, M.A. (Oxford), M.A. (Reading), Ph.D. (Pennsylvania) and currently professor of English linguistics at the University of Wisconsin-Madison, where he teaches courses in Sociolinguistics, English Syntax, Second Language Acquisition, and Research Methods. Professor Young’s abiding research passion is to understand the relationship between the use of language and the social contexts that language reflects and creates, and his contribution to this volume of the journal, “Learning to talk the talk and walk the walk:

Interactional competence in academic spoken English”, is a good example of this. He has always seen such a relationship as dynamic and reflexive, and his research has focused on change – how newcomers learn to participate in the practices of a new community. Four of his books indicate that interest: *Variation in Interlanguage Morphology* (Lang, 1991), *Talking and Testing* (Benjamins, 1998), *Language and Interaction* (Routledge, 2008), and *Discursive Practice in Language Learning and Teaching* (Wiley-Blackwell, 2009). He has published over 50 articles in journals and anthologies and serves on the editorial boards of three major journals (*Language Learning*, *Studies in Second Language Acquisition*, and *Journal of Applied Linguistics*). He has held visiting professorships in the U.S., Germany, and Malaysia, and is currently visiting professor at the National Institute of Education in Singapore. During 2005-6, he served as President of the American Association for Applied Linguistics and chaired the 14th World Congress of Applied Linguistics. Until 2004, he served as a consultant to Educational Testing Service during a major redesign of the TOEFL test.

In his contribution to *Ibérica*, Professor Young presents the theory of Interactional Competence and depicts the ways speakers co-construct talk as episodes of “interactive practices” by deploying six particular kinds of resources: (i) a knowledge of rhetorical scripts; (ii) a knowledge of register; (iii) a knowledge of patterns of turn taking; (iv) a knowledge of topical organization; (v) a knowledge of the appropriate participation framework; and (vi) a knowledge of the means for signalling boundaries and transitions. Such six resources form the basis of “interactional competence” which, if compared with “communicative competence”, is local, practice-specific and co-constructed by participants in their interaction. To illustrate his discussion, Professor Young compares the conversations between teaching assistants and undergraduate students during office hours on Maths and Italian as a foreign language at an American University. His main conclusions allow for the identification of common interactional features that characterize office hour conversations as a genre on its own and yield discipline-specific modes for reasoning in which “topics arise, persist, and change in conversation and by the semantic relations between adjacent topics” (page 31).

The next three chapters are of a lexical-based nature. First, Philippa Mungra and Tatiana Canziani explore the lexis of clinical case histories, as a branch of Medical English, and put forward a wordlist, specific to clinical medicine, after their compilation of an *ad hoc* mid-size corpus. Next, Inmaculada

Álvarez de Mon y Rego and Carola Álvarez-Bolado Sánchez focus on sense neologisms and the language of Computer Science to identify the new meanings developed by five particular Spanish terms in the domain of videogames. Their study, developed over a ten-year corpus from a specialized Spanish newspaper, is a good example of how common words in everyday Spanish acquire new meanings in a different domain. Last, Nadežda Silaški and Tatjana Đurović analyse the contribution of Conceptual Blending Theory to the construction and understanding of novel blends in English within the field of Business and Economics. In particular, this study reports on the difficulties faced by these ESP learners when trying to understand novel blends in their texts and illustrates how misinterpretations may arise from differing cultural backgrounds, phonological similarities or metaphorical images.

In line with the topic of metaphors, the paper by Ana Roldán-Riejos and Paloma Úbeda Mansilla departs from Conceptual Metaphor Theory to analyse the unprompted use of metaphor and the occurrence of metaphor as a descriptive verbalizer in the civil engineering context. By comparing the engineering students' and the professional engineers' responses to a questionnaire, this study highlights the dynamicity of metaphor in civil engineering language, the widespread use of general metaphors in both groups of users and the particular employment of field-specific metaphors among the latter.

The next three papers deal with differing ESP contexts (public relations and tourism industries on the one hand, and academic writing on the other) and languages (English, Spanish and English/Turkish) but share the common ground of genre theory and the analysis of written discourse. First, Vijay K. Bhatia, Rodney H. Jones, Stephen Bremner and Anne Peirson-Smith make use of the construct "community of practice" to explore the collaborative writing process in corporate writing in general, and, particularly, in the public relations (PR) context. Bhatia and colleagues discuss key notions in professional discourse and the PR industry (such as interdiscursivity, collaboration, creativity and use of templates) and look at the actual writing process of a PR firm through the drafts of an intended press release. The next paper deals with the language of blogging and the genre of travel blogs that Spanish-speaking tourists (hence, "bloggers" and non-professional writers) write in community blogs after their return from a trip around Belgium. Here, Patrick Goethals provides authentic examples from a pilot corpus of travel blog pieces that help to illustrate the main features of such

emerging genre. Last in this genre-based group of papers is the chapter by Neslihan Önder, who investigates from a cross-cultural perspective the move-step structure and the promotional elements present in blurbs. Önder bases her work on the study of a 26,537-word corpus from 95 blurbs extracted from the online bookshops Amazon UK (in the UK) and Okuoku TR (in Turkey), and her findings may guide other researchers from different languages and cultures interested in blurb writing.

The last research paper in this volume explores the effect of strategy based instruction on achievement test scores in mixed language ability groups within an ESP course in a higher education setting. Here, Violeta Jurkovič brings into question the justification for explicit strategy based instruction in such groups of learners, stresses the relevance of metacognitive awareness for successful language learning, and encourages the implementation of strategy instruction that takes into account different levels of language competence among ESP learners.

Six reviews complete this volume. Anabel Borja Albi looks at the different interdisciplinary issues that prevail in the current research on Law and language; Carmen Sancho-Guinda discusses how criticism is accomplished in scholarly writing; Shaeda Isani depicts discursive features and identity issues in professional language; Rafael Alejo-González explores the impact of figurative language in the field of Business and Economics; Isabel Negro details a model of analysis of the construction engineering discourse from a corpus-based methodological approach; and, last, Marisol Velasco-Sacristán discusses a collection of essays on the interface between linguistics and cognition.

I would like to thank the members of the editorial board who have contributed to the ongoing work of the journal with their suggestions and thorough evaluations during this past semester. These have been: Marta Aguilar, Inmaculada Álvarez de Mon, Elena Bárcena, María Enriqueta Cortés, Alejandro Curado, Mercedes Eurrutia, Rosa Gimenez, Victoria Guillén, Javier Herráez, Honesto Herrera, María Kuteeva, Marisol Velasco, M^a Ángeles Orts, Juan Carlos Palmer, Ramón Plo, Carmen Sancho Guinda, Chelo Vargas and Michael White.

Likewise, special thanks go to the invited external reviewers who have collaborated with the journal during this past semester by assessing submitted manuscripts. These have been, in alphabetic order, the following: Ana M^a Saorín (Universitat Jaume I), Anna López Samaniego (Universitat de

Barcelona), Bárbara Eizaga Rebollar (Universidad de Cádiz), Carmen Pérez-Llantada (Universidad de Zaragoza), Carmen Piqué-Noguera (Universitat de València), Emma Dafouz (Universidad Complutense de Madrid), Francisco Rubio Cuenca (Universidad de Cádiz), Ignacio Vázquez Orta (Universidad de Zaragoza), Izaskun Elorza (Universidad de Salamanca), José Luis Berbeira Gardón (Universidad de Cádiz), M^a Ángeles Moreno (Universidad de La Rioja), M^a del Mar Robisco (Universidad Politécnica de Madrid), Maria Vittoria Calvi (University of Milan, Italy), Marisa Blanco (Universidad Rey Juan Carlos I), Mercedes Roldán (Universidad de Jaén), Miguel Ángel Candel (Universidad Politécnica de Valencia), Noa Talaván (Universidad Nacional de Educación a Distancia), Paloma López Zurita (Universidad de Cádiz), Pedro Fuertes Olivera (Universidad de Valladolid), Rosa Alonso Alonso (Universidad de Vigo), Ruth Breeze (Universidad de Navarra), Sonsoles Pérez-Reyes (Universidad de Salamanca), Tomás Conde (Universidad del País Vasco), and Yolanda Ruiz de Zarobe (Universidad del País Vasco).

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