

# Editorial

The printed cover of this journal has shown a visual change since my last editorial note. In June 2011 *Ibérica* was awarded a prize of scientific excellence by the FECYT (Spanish acronym for *Spanish Foundation for Science and Technology*) at the Ministry of Science and Innovation, and as a proof of such excellence the corresponding seal is already appearing on the journal.

*Ibérica* no. 22 was a special issue on “Academic English in Parallel-language and English as a Lingua Franca Settings” co-edited with Maria Kuteeva from Stockholm University (Sweden). The research papers, the interview and the reviews published highlight the strong presence of English-medium instruction and research in northern Europe and aimed not only at illustrating the current situation in northern countries, but also at shedding light on the challenges to be faced by educational systems in the European educational area. I am most grateful to Maria Kuteeva for her initiative in bringing this topic to our attention and all the effective co-editing work.

*Ibérica* no. 23 contains seven research articles, two research notes and seven reviews. This time, one paper about German for the tourist industry, written in German, another paper about Spanish legal discourse, written in Spanish, together with the more often English written papers about English discourse and courses highlight the multilingual nature of this journal.

Thomas A. Upton, professor of Applied Linguistics/TESOL at IUPUI, opens *Ibérica* no. 23 by uncovering the clues that have boosted the increased interest of LSP as a field of worldwide research for 50 years now. Based on his experience as co-editor (with Ulla Connor) of the forthcoming *Encyclopedia of Applied Linguistics* (Wiley Blackwell, November 2012), Upton’s contribution endorses this volume with a retrospective flavour. At the same time, he discusses specificity and power as current issues in LSP and looks to future focuses of LSP research and teaching such as context-based methods of research, the diversity and specialization of LSP instruction, or the use of English as a lingua franca.

The second contribution to this volume deals with English noun collocations. By applying corpus-based techniques, Matthew Peacock analyzes the distribution of the high-frequency collocates of abstract nouns

in 320 research articles across eight disciplines. The corpus examples provided together with his findings show that a large number of the collocations presented are “standard terminology within the discipline” (page 42) so that they express “differing terminology, different topics, different research methods, and differing content of discussions across the eight disciplines” (page 42). Differences, however, arise across individual differences rather than between science and non-science disciplines.

Hedging and the rhetorical preferences of non-native English readers is the focus of the chapter by Rosa Alonso Alonso, María Alonso Alonso and Laura Torrado Mariñas. By involving 30 Spanish researchers in two different experiments, these scholars conclude that rather than perceiving hedges as downtoners in academic writing, Spanish researchers regard hedges as evasive devices and indicators of a negative lack of academic commitment on the authors’ part.

The fourth chapter in this volume deals with the legal discourse of recommendations in Spanish. Anna López Samaniego and Raquel Taranilla compare the linguistic devices of recommendations in two legal genres: the recommendations of the European Union and the lawyer-client report of advice. Besides illustrating and providing a classification of such linguistic devices, their findings reveal that not only the type of genre but also the roles of producers and recipients influence the way to recommend in Spanish.

The following contribution, by María Ángeles Orts-Llopis and Ángela Almela Sánchez-Lafuente, digs into the discourse of the Spanish economic crisis. Through the analysis of an 800,000-word corpus from four recognized influencing periodicals in Spain, they typify neologisms into xenisms, calques, and pure and false loans, and provide illustrative examples that capture, to a certain extent, the arbitrary nature of those loanwords that Spanish has borrowed from English.

In the next paper, Joan Pierce McMahon and Pilar Durán Escribano bring to the fore the European Space for Higher Education with a study on written production competence descriptors for academic and professional purposes. More particularly, they continue previous research on language competence descriptors by assessing their clarity, relevance and significance with a view to calibration and inclusion in the Academic and Professional European Language (ACPEL) Portfolio.

To complete this research section, Isabel García-Izquierdo and Tomás Conde carry out a survey among legal, medical and technical specialised

translators to learn about their socio-professional profile as well as their opinions on, and use of, corpora and other documentary sources.

The next section in *Ibérica* no. 23 contains two research notes of a fairly different nature. We are happy to publish, for the first time ever, a paper in German; more particularly, a reflection by Gloria Bosch Roig on task-based language and form learning as methodological options for the German for Tourism course. A second research note, by Eugenio Cianflone, focuses on the type of academic written genres veterinary pathologists suggest in their courses with an audience of EAP students.

Concerning the seven reviews, three of them are discussions on books on academic writing: Oana María Carciu discovers the clues to write scientific and technical texts in English; M<sup>a</sup> Ángeles Alcaraz Ariza shows concern with the role of interpersonality and how it is constructed in written academic communication across languages and cultures; and Aditi Bhatia describes a multi-level approach to the discourse construction of European identities in the transforming European Union. The fourth book reviewed is of a more general nature: Elena Martín Monje presents a compilation which examines the impact of globalisation on international communication within specialised communities of practice. The multi-faceted view of Content-based Language Learning as a construct of pedagogical implementation is the focus of the fifth review by Ana María Saorín Iborra. The presentation and description of two textbooks bring a close to this section in the journal: María Luisa Blanco Gómez introduces a textbook on English for Art and Humanities, and Maida Watson provides detail on how to develop writing skills in Spanish.

I am pleased to announce that Ken Hyland, Director of the Centre for Applied English Studies and Chair of Applied Linguistics at the Chinese University of Hong Kong, has kindly accepted to join *Ibérica's* International Advisory Board starting from the past issue no. 22. Professor Hyland is also Honorary Professor at the University of Warwick and Fellow of Hong Kong Academy of The Humanities. *Ibérica* no. 21 opened with his invited contribution entitled “Projecting an academic identity in some reflective genres” and in my editorial note I highlighted the fact that Ken Hyland certainly was one of the top-cited scholars in this journal; as I then pointed out, “just a look at the references section of the articles in this volume will show his name and works to appear recurrently” (page 5). This has been particularly true for the past and current issues of *Ibérica*. Ken Hyland is a

very prolific writer and although he is mostly and widely cited for his works on academic discourse, genres and second language writing, hedging or identity, he has also published extensively on corpora analysis, pedagogy, or language awareness and attitudes. On top of this, he is a member of a large number of series and journal editorial boards (among them, the “*Linguistic Insights*” Series at Peter Lang, or the journal *English for Specific Purposes*), he has been founding co-editor of the *Journal of English for Academic Purposes*, and is at present editor of the journal *Applied Linguistics*.

Finally, I would like to thank the members of the editorial board who have contributed to this volume with their suggestions and thorough reports. Likewise, special thanks go to those invited external reviewers who have very efficiently assessed submitted manuscripts during this past year: Ángel Felices (Universidad de Granada, Spain), Didier Carnet (Université de Bourgogne, France), Elisabet Arnó (Universitat Politècnica de Catalunya, Spain), Elizabeth Rowley-Jolivet (Université d’Orléans, France), Françoise Salager-Meyer (Universidad de Los Andes, Venezuela), Isabel Balteiro (Universidad de Alicante, Spain), Lluïsa Gea (Universitat Jaume I, Spain), M<sup>a</sup> Ángeles Alcaraz (Universidad de Alicante, Spain), M<sup>a</sup> Enriqueta Cortés (Universidad de Almería, Spain), Matthew Peacock (City University of Hong Kong, China), Monique Memet (École Normale Supérieure de Cachan, France), Nuria Edo (Universitat de València, Spain), Rafael Alejo (Universidad de Extremadura, Spain).

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