

# Editorial

Almost ten years ago we wrote that academicians had been debating about the exact place of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) –and similarly, Languages for Specific Purposes (LSP) and Languages for Academic Purposes (LAP)–, and whether or not ESP was valued on a par in higher education vis-à-vis EAP and vice versa. Some linguists tended to reject this parity on the grounds that one devalues the other. Our proposal, at that time, was that we "concentrate on what can be developed in common to contribute positively to the debate" (Piqué et al., 1996: 6). LSP is sufficiently diversified, as Kachru (1988: 9) wrote, to cover three basic assumptions:

[...] appropriateness of language corpus; format organization of the corpus at various linguistic levels; phonetic, phonological, lexical, syntactic, and discoursal; and the relationship between the formal features and the functions of the texts in terms of the profession, participants, and so on.

And Alcaraz (2003: 5), in his prologue to Rosario Bueno's bibliographical study, wrote:

En lo que a las lenguas modernas se refiere, la interdisciplinariedad ha significado su fecunda unión con otras ramas del saber, como el derecho, la medicina, los negocios, la ciencia y la tecnología, la industria, etc., y el resultado de esta fructífera alianza son las lenguas de especialidad, también llamadas lenguajes profesionales y académicos.

The main purpose of *Ibérica*, within this multidisciplinary spectrum, is precisely to cover those areas we think might benefit our readers who are actually diversified enough to be knowledgeable about the wide range of philological studies. This issue of *Ibérica*, like most before it, evidences both, our common effort in contributing efficiently to the debate, as well as this multi-faceted nature of the LSP world by including several papers that apparently may seem too remote from the purely specific area of studies.

*Ibérica* understands LSP, therefore, as being concerned with, among other topics, the various discourses used in multiple contexts and in different languages. This is illustrated in this issue by Barry Pennock and Milagros del Saz's article, which approaches a television program from the concept of genre where, in addition to news and entertainment, agricultural products are promoted.

The Spanish university entrance examination has long been the object of concern among educators and politicians. Marian Amengual considers the validity and reliability of such tests questioning the reliability of some of the items included in the June 2004 test that was administered to prospective university students in the Balearic Islands.

In the last twenty years, medical discourse has been widely discussed in an effort to help writers, particularly non-natives, improve their writing skills. Lourdes Divasson and Isabel León discuss the growing importance of medical abstracts as a result of the enormous amount of medical papers currently being published, making it nearly impossible for anyone to read every relevant article. The abstract is indeed a tool of increasing relevance for medical professionals who will "inevitably have to read abstracts in order to be selective when choosing from such a wide array of reading material" (Piqué-Angordans & Posteguillo, 2005: 176). In this light, Divasson and León analyzed the way Spanish medical professionals structure abstracts and the language they use, focusing on ways of coping with major textual and language flaws when writing them in English.

The next two papers lead us into the general area of lexicography. Mercedes Eurrutia takes up the study of interpreting the semantic and lexical changes that occur in specialized French from a semasiological perspective. Juan José Calvo, from a historical and contrastive viewpoint –basically English and Spanish, but also other West European languages–, offers a first approach to an onomasiological and a semasiological overview of the values of the lexemes derived from verb, noun and agent noun forms of the Latin root [interpret-].

Using a didactic approach, Patricia Salazar looks at collaborative teaching and learning through focus-on-form tasks. She suggests that this approach can be particularly useful in large classes. She presents four basic tasks, dictogloss, text reconstruction, multiple choice and cloze test, which are analyzed in detail.

The closing section of this issue presents three new and important publications, which may constitute excellent additions to our personal libraries: *Research Genres*, by John Swales; a collection of essays, edited by Jenny Brumme; and a contrastive study on abstracts, by Pedro Martín.

Finally, I am pleased to announce that in the near future our journal will also be listed and indexed under "BLL: Bibliography of Linguistic Literature. Bibliography of General Linguistics and of English, German and Romance Linguistics" ([www.uni-frankfurt.de/ssg/elinguistik.html](http://www.uni-frankfurt.de/ssg/elinguistik.html)).

**Jordi Piqué-Angordans**  
Editor of *Ibérica*

## REFERENCES

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