



Ibérica

ISSN: 1139-7241

iberica@aelfe.org

Asociación Europea de Lenguas para

Fines Específicos

España

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Editorial

Ibérica, núm. 30, 2015, pp. 9-14

Asociación Europea de Lenguas para Fines Específicos

Cádiz, España

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Editorial

Like previously published issues, this new issue of *Ibérica* (Fall 2015) instantiates the international scope of the journal, as it compiles the work of scholars from three different geographical areas, Europe, South-America and Asia. The issue also illustrates the rich diversity of theoretical and empirical approaches that the field of Languages for Specific Purposes embraces. It is also worth noting in this editorial that *Ibérica* is a multilingual journal, and thus invites contributions in five academic languages – English, French, German, Portuguese and Spanish. Instantiating *Ibérica's* multilingual language policy and its support to multilingual publishing practices, this issue includes contributions in four languages.

The first contribution to this issue is an invited original article by a key player in the field of LSP, FRANÇOISE SALAGER-MAYER, (Universidad de Los Andes, Mérida, Venezuela). In her article, entitled “Peripheral scholarly journals: From locality to globality”, Salager-Meyer critically discusses different problems that scholarly peripheral journals are confronted with today. Salager-Meyer offers very relevant insights into the implications of the “publish or perish” dilemma for these journals. She also raises concern towards problems related to the local context in which these journals are produced. Salager-Meyer assesses the challenges that these journals face so as to increase their visibility and sensibly advocates a local journals’ shift to internationalization as a way of increasing the visibility and disseminating the research conducted in peripheral countries – thus reaching a global readership.

The original article by GLORIA BOSCH-ROIG (Universitat de les Illes Balears, Spain) is entitled “Design und Implementierung von Formfokussierungsaufgaben im interaktiven inhalts- und bedeutungsorientierten DaFT-Unterricht. Eine Fallstudie im Rahmen eines Aktionsforschungsprojekts”. In this article, the author explains how synergies can be established between the field of languages for specialized purposes (LSP) and the field of second language acquisition and second language learning (SLA/SLL). Bosch-Roig conducts action research and, in this article, she reports an interesting case study involving an interactive content-oriented German classroom in Tourism studies. She argues that form-focusing tasks are pedagogically beneficial. Throughout the article the

author offers evidential data that supports the claim that form-focusing task-based instruction is associated with a qualitatively enhanced as well as more correct and complex language learner output.

LEONARDO CAMPILLOS LLANOS and HIROTO UEDA, from the Universidad Autónoma de Madrid (Spain) and the University of Tokyo (Japan) respectively, contribute to this issue with an original article entitled “Frecuencia y dispersión léxicas en textos médicos divulgativos en español”. In this article, the authors carry out a lexicometric study of biomedical popularizations published in Spanish. They describe the frequency, dispersion and use of lexical categories (i.e. nouns, adjectives, verbs, eponyms and adverbs ending in “-mente”) in the selected corpus. Common content words and common function words, as well as the lexical richness of nouns and adjectives in these text exemplars, are illustrated throughout. This contribution is of particular interest to lexicographers engaged in the study of vocabulary features of biomedical discourse (research popularizations in Spanish). It also offers an insightful lexicographic analysis that can be very valuable for professionals in the biomedical field.

Content and Language Integrated Learning (CLIL) in the context of higher education is the main topic addressed in the original article by EMILEE MOORE, JOAN PLOETTNER and MANDY DEAL (Universitat Internacional de Catalunya and Universitat Autònoma de Barcelona), entitled “Exploring professional collaboration at the boundary between content and language teaching from a CHAT approach”. In this article the authors explore the complexities that emerge during collaboration between teaching professionals from different areas of expertise when they engage in CLIL experiences. Using the framework of Cultural Historical Activity Theory (CHAT), Moore, Ploettner and Deal provide insightful views on teacher cognition and the way interdisciplinary dialogue is constructed among teachers so as to scaffold the accomplishment of dual learning objectives of CLIL courses.

The original article by MARÍA JOSÉ SERRANO and MARÍA ISABEL HERNÁNDEZ (Universidad de La Laguna), entitled “¿Porque tú lo vales o porque lo vales? Variación de la segunda persona *tú* en los mensajes publicitarios”, examines various aspects of terminological variation in the discourse of print advertising. Serrano and Hernández compile a corpus of advertisements for textual analytical purposes. The analysis focuses on the strategic use of the second person pronoun (“you”) in these texts. The authors illustrate the

variation in the use of this pronoun and argue that this variation influences the construction and reception processes of these texts. It is claimed that the presence or the absence of this pronoun performs metadiscursively as it underpins, the authors explain in the paper, different rhetorical goals and communicative intentions. They conclude that the cognitive salience of the omitted pronoun targets at a broader and diversified audience of consumers – thus placing the distinctive underlying pragmatic nature of the pronoun in the background.

FEDERICO NAVARRO, affiliated to Universidad de Buenos Aires, Universidad Nacional de General Sarmiento and Consejo Nacional de Investigaciones Científicas y Técnicas (Argentina) contributes to this issue with an original article entitled “Business plan: A preliminary approach to an unknown genre”. This contribution provides a detailed description of the genre of the business plan, a relatively unexplored genre to date, although it is included in the curricula of Economics degrees and is also widely used in the business practice. Using corpus linguistics methodology, Navarro takes a genre-based socio-discursive perspective to explain the rhetorical organization of business plans. In the light of the findings, the author also offers several pedagogical recommendations for business writing courses. The use of cross-linguistic analyses of this occluded genre is recommended for the formal instructional practice so that students understand how business plans are constructed across different linguacultural environments.

ANA MARIA PUJOL DAHME (Universitat de Barcelona) and MOISÉS SELFA SASTRE (Universitat de Lleida) contribute with the original article entitled “The transition from university to publication: Register and interactional metadiscourse features in immunology research written in Catalan and English”. In this article the authors conduct a longitudinal study in order to investigate two different stages of academic literacy development. They compare a small corpus of master’s theses written in Catalan and research articles written in English, both sets of texts written by the same scholars. The authors analyze several register-related features (namely, syntactic complexity, lexical density and lexical diversity) as well as interactional metadiscourse features (stance and engagement markers) in the two genres. They also assess the extent to which university students become competent in the use of the academic written register and, in particular, the use of interactional metadiscourse markers in texts written for research publication purposes.

The last original article included in this issue is co-authored by SABELA FERNÁNDEZ-SILVA and NELSON BECERRA ROJAS (Pontificia Universidad Católica de Valparaíso, Chile). Their contribution is entitled “La variación terminológica en la comprensión y producción de textos académicos: Propuesta de representación en un diccionario especializado de aprendizaje de psicología”. These authors investigate terminological variation in a corpus of research articles and assess the results of a test evaluating the level of students’ knowledge of terminological variation in the field of psychology through both comprehension and production tasks. Their findings show that intra-textual term variation is used as a cognitive and discursive resource that assists knowledge transfer and text cohesion. The authors interestingly report how students become aware of the usefulness of this cognitive-linguistic resource, even if they find it challenging to identify certain variation parameters and use variation properly in communicative tasks. Finally, a proposal for a learners’ dictionary is presented in which different types of term variation are included with a view to helping users understand the cognitive and discursive potential of terminological variation.

This fall issue also includes several reviews of recent published work, which are expected to be of interest to *Ibérica’s* readers. NURIA RODRÍGUEZ PEDREIRA reviews the book *Lenguas de especialidad, traducción, fijación. Langues spécialisées, figement et traduction*, edited by Pedro Mogorrón Huerta and Salah Mejri. This edited volume is a relevant compilation of scholarly approaches that address different issues related to the translation of specialized texts. It examines different aspects related to the translation of terminology and is therefore of interest to specialists in terminology, lexicology and specialized lexicography. CARMEN SANCHO GUINDA also contributes to this volume with a review of Inmaculada Fortanet-Gómez’s book, *CLIL in Higher Education. Towards a Multilingual Language Policy*. This is a thought-provoking volume containing very valuable insights into the ambitious goal of implementing multilingualism through a CLIL-based pedagogy at a university level – a book of particular interest to researchers, practitioners and university policy makers.

PILAR MUR DUEÑAS provides a useful descriptive and critical account of *The Semiperiphery of Academic Writing. Discourses, Communities and Practice*, edited by Karen Bennett. This book is a rich compilation of case studies and ethnographic studies that investigate the language challenges that non-Anglophone scholars face when they publish in English-medium journals. The review by ISMAEL ARINAS PELLÓN is a succinct summary of the book

Dialogicity in Written Specialized Genres, co-edited by Luz Gil-Salom and Carmen Soler-Leal. This volume focuses on a representative repertoire of written genres to explore aspects of interpersonality, writer-reader relations and the expression of authorial identity at a textual level. It is a significant scholarly contribution, including multidisciplinary perspectives on genre-based dialogicity. The last book reviewed in this issue is *Manual de escritura para carreras de humanidades*, edited by Federico Navarro. The author of this review, MARÍA LUISA BLANCO GÓMEZ, explains that this is an academic writing manual targeted both at undergraduate students and teachers in the field of the humanities. Blanco Gómez describes the volume as a valuable bibliographic resource to support the acquisition and development of academic literacy skills at a university level.

Finally, I would like to thank the members of the Editorial Board and the International Advisory Board for contributing to the journal with their expertise and generous time and for making *Ibérica* a high quality scientific publication. Their work makes an indispensable contribution to the peer review process. Their commitment should therefore be acknowledged here. These have been (in alphabetical order): Marta Aguilar (Universitat Politècnica de Catalunya, Spain), M^a Enriqueta Cortés (Universidad de Almería, Spain), Mercedes Eurrutia (Universidad de Murcia, Spain), Rosa Giménez (Universitat de València, Spain), Victoria Guillén (Universidad de Alicante, Spain), Honesto Herrera (Universidad Complutense de Madrid, Spain), Maria Kuteeva (Stockholm University, Sweden), Laura M. Muresan (Bucharest University of Economic Studies, Romania), Clauss-Peter Neuman (Universidad de Zaragoza), M^a Ángeles Orts (Universidad de Murcia, Spain), Juan Carlos Palmer (Universitat Jaume I, Spain), Françoise Salager-Meyer (Universidad de los Andes, Venezuela), Carmen Sancho (Universidad Politécnica de Madrid, Spain), Mike Scott (Aston University, UK), Chelo Vargas (Universidad de Alicante, Spain) and Marisol Velasco (Universidad de Valladolid, Spain).

I would also like to thank the following scholars, who were invited to review for *Ibérica* in the past six months and kindly accepted the invitation. Their expertise, detailed comments and valuable feedback are very much appreciated. They are, in alphabetical order:

Guadalupe Aguado (Universidad Politécnica de Madrid, Spain)
 Erdem Akbas (Erciyes University, Turkey)
 Ismael Arinas (Universidad Politécnica de Madrid, Spain)

Helen Basturkmen (University of Auckland, New Zealand)
 Magdalena Bielenia-Grajewska (University of Gdansk, Poland)
 María Luisa Blanco (Universidad Rey Juan Carlos, Spain)
 Ana Bocanegra (Universidad de Cádiz, Spain)
 Isabel Durán (Universidad Complutense de Madrid, Spain)
 Fiona English (University College London, UK)
 Karen Englander (York University, Toronto, Canada)
 Pamela Faber (University of Granada, Spain)
 Davide Gianonni (University of Bergamo, Italy)
 Patrick Goethals (Universiteit Gent, Belgium)
 Richard Hallet (Northeastern Illinois University, US)
 Isabel Hernández Toribio (Universidad Complutense de Madrid, Spain)
 Daniel Leung (MODUL University, Vienna, Austria)
 Laura Mariottini (Sapienza Università di Roma, Italy)
 Brian Paltridge (University of Sydney, Australia)
 Sara Piccioni (Università degli Studi “G. d’Annunzio”, Italy)
 Sonsoles Sánchez-Reyes (Universidad de Salamanca, Spain)
 María Sanz Julián (Universidad de Zaragoza, Spain)
 Paul Sarazin (Lancaster University, UK)
 Peter Shaw (Stockholm University, Sweden)
 Nadežda Silaški (University of Belgrade, Serbia)
 Ursula Wingate (King’s College London, UK)

Last but not least, my sincere thanks go to the members of the Editorial team, for their hard-work and generous time and for their invaluable support in all the editorial and managerial tasks.

In closing, I hope that the range of theoretical and empirical explorations compiled in this issue is of interest to the readers of *Ibérica*. I also hope that they enjoy and profit from reading a selection of contributions that reflect the wide-ranging scope of investigative work in LSP today. The scholarly views provided by the contributors can certainly enhance our understanding of specialized languages.

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