

Editorial

In the time span from my last editorial note (*Ibérica* no. 16, Fall 2008) to this issue, *Ibérica* has gained stronger international presence in academic research. Beginning with no. 15 (Spring 2008), *Ibérica* is indexed, abstracted and referenced in the following index lists and databases hosted by ISI Web of KnowledgeSM: *Social Sciences Citation Index*®, *Social Scisearch*®, *Journal Citation Reports/Social Sciences Edition*, *Arts and Humanities Citation Index*®. Also, the journal has very recently been selected for coverage (abstracting and indexing) in the international databases *EBSCO*, “Communications & Mass Media Complete” products (managed by EBSCO Publishing), and *SCOPUS* (included in Elsevier’s Bibliographic Databases); in both cases starting with 2009 published material. As Editor-in-chief of this journal, I dare say that all AELFE members, *Ibérica*’s contributors and *Ibérica*’s readers are honoured with this international acknowledgment, boost and support that we have longed for. From now onwards, it is also our duty to take care of this favourable and privileged position and maintain this journal up to the present standards of academic quality.

As a regular issue, *Ibérica* no. 18 contains papers and reviews from Spain and abroad. The research contributions to this issue may be classified according to three broad themes: the study of specialised genres and discourse (papers by Berkenkotter, Zhou & Heineken, Edo, and Carciu); translation and legalese (papers by González-Ruiz, and Orts); and pedagogical issues as influenced by the new European Space for Higher Education (ESHE) (papers by Ezeiza, and Kavaliauskienė & Kaminskiienė).

The first group of papers and the whole issue opens with Berkenkotter’s invited contribution. Carol Berkenkotter, a renown scholar in genre analysis and the study of the rhetoric of science, is among *Ibérica*’s most-cited authors thanks to her celebrated volume *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power* (with T.N. Huckin and published by Lawrence Erlbaum in 1995). In her work to this issue, Berkenkotter studies case history narratives in psychiatry from a “wide-angle” perspective. Based on the experience gained with the writing of her latest book *Patient Tales. Case Histories and the Uses of Narrative in Psychiatry* (University of South Carolina Press, 2008) she focuses on the role of psychiatric narrative from the 18th

century to the present time and takes a mixed-method approach to describe case histories of mental illness as “a knowledge-producing medical art”.

The second contribution is a paper that was not eventually published in the previous monograph on Metaphor and LSP (*Ibérica* no. 17) due to overshooting space availability. As Michael White, Guest Editor of that special issue, explains, Dehui Zhou and Edgar Heineken compare and contrast student perceptions of teacher metaphors among a Chinese and a German audience showing them to rely heavily on factors of cultural heritage. Significantly, their evidence brings us back to Zoltan Kövecses’ initial insights on the role of specific cultural and local factors in triggering metaphor. In a third contribution, Nuria Edo Marzá renders a detailed account of the development of a bilingual, corpus-based dictionary for use in the ceramics industry. By focusing on the selection and generation of “active entries”, Edo describes the process she has followed and the decisions she has made on the selection of the different pieces of information contained in the dictionary entries so that they meet the needs of prospective users. Finally, Oana Maria Carciu offers empirical evidence from her research on biomedical writing. Drawing on a contrastive analysis of first-person plural references in the different sections that make up a research article written in English, Carciu discusses the rhetorical similarities and differences in the choice and use of “we”, “our”, and “us” by Anglo-American and Spanish writers.

The second group of papers deals with the translation of legal language and the subtleties and intricacies this entails due to the complexity of the legal discipline itself. Víctor González-Ruiz tries to unravel the language of the law in Spanish courts by describing the principles of statutory interpretation in Spain and examining a case study that illustrates his discussion. Then, M^a Ángeles Orts Llopis resorts to the domains of public and private law to compare delegated legislation and tenancy agreements as examples of legal genres produced within the scope of Common Law and Continental (Civil) Law that have to be understood, interpreted and explained in terms of cultural products of different specialised communities.

The European reform for higher education is dealt with in the last group of papers from two complimentary points of view. Joseba Ezeiza Ramos begins by exploring ESHE guidelines in relation to the communicative and linguistic competences to be mastered by experimental sciences students in their own mother tongue. In his paper, Ezeiza describes an R&D project

under development and details the communicative needs together with the general and specific competences to be adapted to the learning profile of experimental sciences graduates. Lastly, the work by Galina Kavaliauskienė and Ligija Kaminskienė encourages ESP practitioners to embed lifelong learning principles in their ESP courses by implementing learning strategies in the language classroom. Lifelong learning is a buzz issue throughout the ESHE framework and its implementation is required in all sorts and stages of learning. Here, the authors relate lifelong learning to strategy training to a group of Psychology and Social Work students.

As *Ibérica* no. 17 special issue on Metaphor and LSP contained no reviews, this issue is prolific in discussing and assessing some of the latest publications on LSP research and LSP pedagogy. There are seven reviews in all. 1) Manuel Botella describes a practical book dealing with the promotion of academic writing skills among nursing and midwifery students; 2) Alejandro Curado discusses the works of a research group from the Pontificia Universidad Católica (Valparaíso, Chile) which focus on the study of specialised discourse and corpus linguistics from common viewpoints; 3) Based on a collection of papers edited by experienced colleagues from the Spanish universities of Valencia and Jaume I, Honesto Herrera helps readers to “speak English at University” with both research and teaching purposes; 4) Bárbara Eizaga reviews seventeen chapters written in Italian and Spanish published as the outcome of an international conference (Milano, Italy, November 2006) that gathered presentations on the intercultural issues pertaining to communicative events in business organisations; 5) Also dealing with this LSP field is M^a del Carmen Lario’s review on a practical and innovative handbook whose layout conforms to the effective development of ESHE general and communicative competences while learning Spanish for the business industry; 6) Ángel Felices accounts for the theory and practice needed for the production of business dictionaries with pedagogical purposes by examining a volume that is highly useful to dictionary compilers, lexicographers, lexicologists and users; 7) Finally, Elena Bárcena reviews a pioneering work wholly focused on LSP and ESHE. This collection of papers offers an overview of ESP teaching and learning in Western European higher education after Bologna and provides illustrating examples of national adaptations aiming at integrating content and language in compliance with ESHE requirements.

As usual, issues published in each year’s second semesters include a list of welcome and farewell. In recognition to their work to *Ibérica* I would like to

appreciate the collaborative effort and dedication shown by Patricia Edwards (Universidad de Extremadura), Carmen Rueda (Universitat Politècnica de Catalunya), Russell DiNapoli (Universitat de València), and Esther Hernández (Universidad de Alcalá de Henares). Indeed, this journal is most indebted to these members of the Editorial Committee who have assessed proposed manuscripts on a permanent basis for the past years. From this issue onwards, Marta Aguilar (Universitat Politècnica de Catalunya), Elena Bárcena (Universidad Nacional de Educación a Distancia), Mercedes Eurrutia (Universidad de Murcia), and Rosa Giménez (Universitat de València) will be actively involved in reviewing proposals for the journal in the position of Editorial Committee members. Lastly, I would like to acknowledge the cooperation of invited external reviewers: Anabel Borja (Universitat Jaume I), Diana Yankova (New Bulgarian University, Bulgaria), Pedro Martín (Universidad de La Laguna), Marta Aguilar (Universitat Politècnica de Catalunya), M^a Ángeles Alcaraz Ariza (Universidad de Alicante), David Giannoni (Università degli studi di Bergamo, Italy), Rosa Giménez (Universitat de València), Carmen Pérez Sabater (Universidad Politècnica de Valencia), Carmen Pérez-Llantada (Universidad de Zaragoza), and Chelo Vargas (Universidad de Alicante).

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