Editorial

As Editor-in-Chief of this journal I am, fortunately, getting into the nice habit of opening editorial notes reporting good news on the spread of *Ibérica*'s research. *Ulrich's*™ knowledgebase, an authoritative international source of bibliographic references from academic and scholarly journals, is already abstracting and indexing *Ibérica* on a regular basis. Also, from now onwards four major Spanish databases need to be added to *Ibérica*'s second page: *DICE* ("Difusión y Calidad Editorial de las Revistas Españolas de Humanidades y Ciencias Sociales y Jurídicas"), *e-revist@s* ("Plataforma Open Access de Revistas Científicas Electrónicas Españolas y Latinoamericanas"), *ISOC* ("Revistas de Ciencias Sociales y Humanidades del CSIC"), and *RESH* ("Revistas Españolas de Ciencias Sociales y Humanas del CSIC"). Such databases are very relevant to researchers in Spanish universities given the need for research recognition as a requirement to be granted tenure or in order to be entitled to apply for research incentives.

Maria Vittoria Calvi, a Professor of Spanish language and translation at the Italian University of Milan, opens this issue with a genre-based study of discursive practices in the tourist industry. Professor Calvi is a renowned scholar in the study of Spanish for Specific Purposes and has published widely and successfully on the language of tourism in particular. Among her latest publications are *Lengua y comunicación en el español del turismo*, published by Arco Libros in 2006 and reviewed in *Ibérica* no. 16, and *Las lenguas de especialidad en español* (Carocci, 2009). Calvi's contribution to the present issue offers extensive explanations and clear examples to support her genre-based approach and will be of interest to those *Ibérica* readers in need of a thoughtful taxonomy of relevant texts currently used in the tourist industry.

Besides Calvi's contribution, and except for the pedagogically-oriented paper by Andreu-Andrés and García-Casas, *Ibérica* 19 mainly deals with academic discourse – from the rhetorical structure of architecture design statements for dissemination (Poveda) to abstracting (Koltay), including the use of modal verbs (Vázquez Orta) and the language of certain steps (Shehzad) in research articles of varying disciplines, or the academic style of doctoral theses (Hewitt & Felices Lago). An interview with Gilles Fauconnier and nine reviews in all complete this issue.

Andreu-Andrés and García-Casas discuss issues such as active learning, team-working, teacher's role or self-assessment to provide a detailed account of how to implement problem-based learning in the ESP classroom. Results obtained and rubrics designed through cooperative work will be very valuable to those teachers faced with the task of providing training in oral presentations as part of their course syllabus. A third contribution by Vázquez Orta reports on the use of modal verbs as epistemic stance markers in a corpus of Spanish and English Business Management research articles with particular attention to the introduction and discussion sections. Data obtained highlight important cross-cultural differences in the use of modal verbs by English and Spanish writers. Next, Shehzad uses corpus-based techniques to study how Computer Science professionals announce the principal findings of a piece of research and state the value of their published contribution. Given the data analysed, the author concludes by suggesting that two such steps within the CARS model should be combined so as to announce achievements and proclaim research significance. Also within Swales's CARS model, Hewitt and Felices-Lago argue that the format and style of Ph.D. thesis vary across English and Spanish. Results "point to intercultural variations in the structural preferences of different writing cultures" (page 136) and, more precisely, bring to light that the Discussion section is missing in most Spanish Ph.D. theses. Lastly, Koltay reflects on information literacy and genre knowledge as they relate to abstracting and their relevance to both linguists and information professionals.

In a third section to this issue, Roldán Riejos interviews Professor Gilles Fauconnier, Professor and Chairman of the Cognitive Science Department at the University of California San Diego (USA), and founder (together with Mark Turner) of the cognitive theory of conceptual blending. Readers wishing to know how cognition operates, particularly in relation to foreign language learning, or how conceptual blending theory addresses the construction of meaning, to name a few issues of concern, will find this lively interview most illuminating.

Once more, *Ibérica* no. 19 is prolific in discussing and assessing some of the latest publications on LSP research and LSP pedagogy. Álvarez de Mon, Salager-Meyer and Mungra review three publications dealing with academic discourse in a variety of ways: the language of research publications, the discourse of case histories as used in Psychiatry, and the expression of collective and individual discourse features. Next, Pérez-Llantada's account of John Swales's educational life will lead *Ibérica*'s readers "into the heart of

academia" (page 177) hand in hand with such an authoritative and key figure for ESP research. In the fifth review, Martínez-Flor discusses the connection between language and the socio-cultural contexts in which face-to-face interaction takes place. After this, three lexicography-related reviews follow: the use of the specialized lexicographical approach for dictionary making (Fuertes-Olivera), an edited reprint of papers on lexicography (Edo Marzá), and a proper dictionary of French-Spanish-French tourism terms (González Rodríguez). Finally, the European Portfolio as applied to languages in the academic and professional contexts is depicted by García Laborda.

I am pleased to announce that Carol Berkenkotter, a Professor in Rhetoric and Communication at the Department of Humanities at the University of Minnesota (USA), has kindly accepted to join *Ibérica*'s International Advisory Board. Professor Berkenkotter, a leading scholar in genre theory, genre analysis and the rhetoric of science and most known to *Ibérica*'s readers due to her top-cited publication *Genre Knowledge in Disciplinary Communication: Cognition, Culture, Power* (with T.N. Huckin, Lawrence Erlbaum, 1995), is frequently and extensively referenced in *Ibérica*'s research articles.

I would like to thank the assistance of invited external reviewers who have assessed submitted manuscripts during this past semester: Honesto Herrera Soler (Universidad Complutense de Madrid), Rafael Alejo González (Universidad de Extremadura), Magdalena Bielenia-Grajewska (University of Gdańsk, Poland), Inmaculada Fortanet-Gómez (Universitat Jaume I), Mª Lluïsa Gea Valor (Universitat Jaume I), and Victor M. González Ruiz (Universidad de Las Palmas de Gran Canaria).

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