

This Issue

The second number of our journal published in 2015 brings something unique to our readers. This is a special issue whose theme is Corpus Linguistics, and it is co-edited by Agnes dos Santos Scaramuzzi-Rodrigues, a researcher in this area.

Corpus Linguistics is dedicated to the analysis of corpora and it has greatly changed the way we investigate language in its various levels. It has been developed rapidly in the country and it has attracted researchers from several spheres of the human activity, particularly, Lexicography, Translation, Terminology, Language Teaching, and Forensic Linguistics. The development of Corpus Linguistics in Brazil has had a key researcher, Prof Dr. Tony Berber Sardinha. This issue brings research studies that were carried out and are still being developed in the Corpus Linguistics Studies Group (GELC), with the support of CNPq and coordinated by this professor. The seven articles presented in this issue are our tribute to this scholar and disseminator of the area.

Forensic Linguistics, the theme of the first article, opens this special issue. Scaramuzzi-Rodrigues explains the emergence and the fields of action of this area, presenting an ongoing research that adopts Corpus Linguistics in all of its processes, and whose corpora of study are from the criminal sphere of Crimes against Life, homicidal domestic violence. From a theoretical approach to stance based on Biber and his colleagues, some reflections on the importance of finding expressions of stance use in corpora of forensic activities are presented.

The Terminology area is represented in the second article by Alberts-Franco. Three different research studies based on Corpus Linguistics and its computational tools are the basis for the author to present the procedures used to compile a bilingual German/English glossary.

The Translation field is the theme of Lopes' article that presents a research which aims at identifying images of Brazil that were published in US and UK online newspapers, as well as their translations into Portuguese. The author also makes use of a methodology based on Corpus Linguistics such as key-participant, key-collocate, and Semantic Prosody. Eleven methodological steps used in the research are presented, which contribute for the development of new studies in the area.

In the fourth article, Serikaky brings the teaching of Spanish. The debate presented is about the difficulties Brazilian learners of Spanish have in this language related to the use of unstressed pronouns. The difficulties also concern the use of these pronouns with their canonic function of object and without this function – a case known as lexicalized unstressed pronouns (PAL). By using Corpus Linguistics, the author identified the patterns of PAL and the verbs that co-occur with these patterns, demonstrating these difficulties in order to contribute to the teaching of Spanish.

In the three last subsequent articles, the research articles are about Language Teaching. Bértoli and Shepherd compile an undergraduate learner corpus of English as a Foreign Language, in order to investigate the key quadrigrams in terms of frequency and their cotext, as well. The authors observe that the quantity of uses of quadrigrams used by the Brazilian learners is much larger than that used in academic writing by

native speakers. Furthermore, they also use the same quadrigrams in inadequate contexts.

In the sixth article, Lourenço discusses the English Language Teaching directed to corporate secretarial activities. The study had FATEC-SP students as voluntary respondents to an online questionnaire on corporate secretarial activities that are related to the most important and frequent secretarial activities, such as "Reading, Preparation and Presentation of Administrative Report". Using these results and Corpus Linguistics framework, the author presents a classroom model of practice in English Teaching with focus on "Company History, Strategies and Structure.

Finally, Moreira Filho discusses that the process of creating activities for language teaching can be improved by using corpora and computational tools provided by Corpus Linguistics. The article describes a system for text analysis and automatic creation of English reading activities, whose results favor the adoption of didactic materials based on language in use. This software helps the creation of didactic activities that can be used by the teacher in every single class.

Rosinda de Castro Guerra Ramos
Agnes dos Santos Scaramuzzi-Rodrigues