

This Issue

This first issue of *the ESPecialist* in 2008 received contributions from themes such as the Teaching of Academic Writing in English and in Portuguese, Electronic Literacy in Foreign Language, Systemic Functional Linguistics, Implicit Learning of Foreign Vocabulary, and the Teaching of Figurative Language in Financial Advertising Discourse through Metaphor.

In the first article, Ghiraldelo and Damião report on a classroom work developed with undergraduate students. The aim of this work is the production of academic writing for both hard sciences and humanities in English and also in Portuguese. For the writing of the Genre abstracts in English, the authors based their pedagogical practice on Ramos (2004) and socio-interactionist learning theories. For the writing of a monograph or article in Portuguese for humanities, the authors followed discourse analysis and psychoanalysis. They finally concluded that students yield meaningful knowledge and academic practice from both approaches.

The second article brings Bastos' experience concerning the teaching of Electronic Literacy and the English language. This course uses a special program developed for it, and is based on sociocognitivist principles and ESP. The aim of this course is to develop three skills altogether: internet browsing, hypertextual reading and Web contents understanding, all in English. The results have been very productive, showing hints of its applicability also to other languages.

The third article is by Castro. She reports and analyses the results of a research on students' and teachers' representations of the roles of students and teachers during the process of learning EFL. Based on Systemic Functional Analysis, results show the relevance of transitivity analysis to understand better the different points of view about teaching and learning that emerge from different research contexts. Further, results also show their relevance in teacher education programmes.

Souza, in the fourth article, reports on her research on hypermedia role in implicit vocabulary acquisition in foreign language. Seventy-five students were surveyed by means of evaluation questionnaires on this type of material. Her results show that this material can be useful for the teaching of inference as well as for vocabulary acquisition in a short time.

In the last article, Cortés De Los Ríos describes her teaching experience with Business English students on the learning of figurative language from the cognitive point of view. Students are asked to map out metaphors occurrences in English and Spanish in financial advertising leaflets. By doing so, she tries to raise in her students interpretation and recall of figurative vocabulary as well as reading improvement.

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