

This issue

This issue of The ESPecialist carries five articles.

The first one, by Lier-DeVitto, of Sao Paulo Catholic University, discusses the issue of pathological speech and argues that such speech has been systematically excluded from linguistic theory. With this discussion, the author hopes to throw light onto the consequences of such deletion, which impart on a range of different issues, including the development of grammars. In addition, the discussion aims at pointing out ways in which theoretical discourse on language may be taken into account in clinical approaches to pathological speech.

The second article, by Leipnitz, of Rio Grande do Sul Federal University, focuses on German vocabulary, more specifically the production of multiword lists. For that purpose, the author makes use of COSMAS, an electronic corpus of German with over 2 billion words, which enabled her to identify and count multiword units. The author hopes to describe, categorize and better understand the use of collocations in German, which in turn may feed back into language teaching and translation. Finally, the author intends to develop an online tool to help identify such collocations.

The third article, by Liberali (Sao Paulo Catholic University), Fuga (Sao Paulo Catholic and Mogi das Cruzes University) and Gonçalves (Sao Paulo Catholic and FAMA), deals with the larger issue of citizenship in education. The paper starts out from the concept of Creative Chain and shows ways in which it has been applied to the project named Extensão Ação Cidadã: Leitura nas Diferentes Áreas. It also covers theoretical issues such as meaning/sense and responsibility from a Bakhtinian standpoint, and claims that sharing meaning helps to promote citizenship in schools.

The fourth article, by Orenha and Camargo, both of Sao Paulo State University at S. Jose do Rio Preto, reports on corpus-based research in the field of terminology. More specifically, their research aimed at extracting phraseological units from both a parallel corpus (that is, made up of original texts and their translations) and a comparable corpus

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(that is, containing original texts only, matched according to selection criteria) of contracts/agreements. In addition to offering a methodological contribution, the paper also examines translation features and options found in both corpora.

The final article, by Zardini and da Costa (Minas Gerais Federal Technology Center), details how email correspondence can be used as a tool for helping develop reading and writing skills with Brazilian school children in public elementary schools. Email exchanges took place between Brazilian and British school children during a period of six months. Findings reveal an increase in motivation by students to learn English, in addition to a growing interest by them to learn more about cultures, customs and contexts where English is spoken around the world.

T.B.S.