



This Issue

This second issue of the *ESpecialist*, 2009, presents articles with the following topics: language teaching in face-to-face and online classrooms, online educational and academic discourse analysis, systemic-functional analysis, corpus analysis and translation studies.

In the first article, Orlando Vian Jr. reports his experience when applying systemic-functional concepts on EAP reading teaching to under-graduate Philosophy students in a public university in São Paulo. The author presents examples of the activities, reflects upon the experience and brings into discussion the importance of taking language concepts into account when planning reading courses.

McCarthy et alli, in the second article, present an interdisciplinary study based on two complimentary analyses with a corpus of journal abstracts in English written by American, British and Japanese scientists. To assess the text at the discourse level, the authors used the computational tool Coh-Metrix. To compare the frequency of n-grams across the three sources of abstracts, the computational tool the Gramulator was applied. Results show coincidences in both computational tools both to what concerns native written texts within themselves and regarding non-native written texts, bringing relevant contribution to course planning for non-native speakers of English.

In the third article, Elaine Cristine Fernandes da Silva describes and discusses the construction of persuasion strategies when justifying the research in MA dissertation introductions under the theoretical foreground of hallidayan modalization. The authors of these introductions were analyzed under the concept of

III





Discursive Community and their lexical choices were surveyed using the software Wordsmith Tools. Results lead to the conclusion that these writers use modality choices, specially hedgings, to express attitude and judgement without showing overt commitment.

The fourth article introduces a corpus analyses aiming at assessing the quality of a Portuguese-into-English translation. To do so, Evandro Lisboa Freire proposes an adaptation to the Model for Tranlation Quality Assessment and expands it with a lexical-syntatic approach. Results from the corpus analysis and the aligning between source text (ST) translated text (TT) show relevance and usefulness to what concerns assessing the quality of translated texts.

Concluding this issue, Erisana Victoriano, investigated interviews undetaken in a chat format, which were considered satisfactory by their mediators. Basing her analysis on the systemic-functional grammar, the author intended to find out how both planning and mediation strategies could have contributed to the satisfactory development of these chats. Results clearly show how their success rely upon planning and upon some mediation strategies.

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