

This Issue

This issue presents five articles which focus on ESP teaching and research, traditional and distance teaching and learning, and Corpus Linguistics studies with the Portuguese language.

Ramos, Lima-Lopes and Gazotti-Vallim report the results of their investigation, carried out with Academic Reading pupils by means of two questionnaires. Their results show what genres are most read by these students and their perceptions about specific area needs. The importance of these results relies on the fact that they will serve as a source of course re-modelling at PUCSP/COGEAE.

The two articles that follow refer to virtual classroom research. In the first article, Beraldi and Fontes report on an online teaching experience of writing Internet pages in English departing from the hallidayan systemic-functional analysis. The authors concluded that this approach was very dynamic due to its focus on the social context. Wadt and Pereira, the following article, investigated the teaching of online personal presentations based on both the concept of Genre, according to Swales, and the concept of Register proposed by Halliday. The adoption of these language approaches allowed their students to develop their activities in a conscious, reflective and contextualized way.

Sardo and Escher present their results of applying kinaesthetic activities in English reading classes. According to them, these activities raised motivation and, consequently, contributed to a higher interest on the part of their students.

Finally, Santos contrasts the use of “aonde” with “onde”, variations of “where” in the Portuguese language, based on WWW corpora. The author traces comparisons with traditional grammars, draws hypothesis and illustrates them with authentic examples, suggesting further investigations on this issue. She also emphasizes the need of language research and descriptions based on corpora and computational instruments.

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