



This Issue

This issue of the *ESpecialist* includes five articles.

The first one, by Marcuzzo, reviews literature on academic writing in *Applied Linguistics* and *English for Academic Purposes*. Results showed a tendency for authors to focus on either grammar or discourse organization patterns, while at the same time failing to embrace ethnography.

The second one, by Mauad, utilizes acoustic phonetics as a means to characterize intonational patterns in English-Portuguese bilingual speakers. Based on the Pitch Accent Model as well as on experimental research, several speech samples were analyzed through specialized software, namely PRAAT.

The third one, by Tilio, examines identities presented in EFL coursebooks. Results suggest the dominant world view portrayed in the books is either American or European centered, in which status and visibility are constructed as key elements for personal success, in agreement with a post-modern view of society.

The fourth one, by Batista, investigates critical reflection by an EFL teacher learning French as a foreign language through reflective diaries. Results indicate that the student made both theoretical considerations about the classes, compared and contrasted the French classes with his own, and provided clues to his own beliefs about learning.

The fifth one, by Divardin, looks at reading proficiency exams of English as a Foreign Language. The author concludes

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exams should be more specific and focus more clearly on measuring students' actual linguistic proficiency rather than on other kinds of competencies that depend on linguistic knowledge.

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