

## Editor's Note

This issue opens with Jordão discussing assumptions underlying some terms (international, global, foreign, additional language and lingua franca) used to refer to English in educational contexts in Brazil. Then, Costa discusses some “concepts that circulate internationally in educational reforms as a result of processes of globalization” and their influence on the National Guidelines for Language and Literature Programs.

The third article, by Nobrega, deals with cultural and linguistic diversity in the context of international student exchanges at Brazilian universities and analyses a survey of 25 foreign students enrolled in a Portuguese course for foreigners.

In light of the concepts of literacies and textual genres, in the fourth article, Souza and Basseto investigate reading and writing experiences of undergraduate students in the Linguistic Course of a public university in the southeast of Brazil. They discuss how these experiences contribute to the students' inclusion in the academic community and to their development as teachers/researchers. In the fifth, Kanitz and Frank focus on the joint production of knowledge by analyzing a segment of the interaction of researchers in an engineering laboratory.

The two following papers talk about teacher education. The first, by Stella and Cruz, “reflects on pre-service English teachers' education in the state of Alagoas with the support of the notions of identity and otherness”, while the second, by Halu, focuses on the university teacher educator in the area of foreign language teaching. Halu investigates theses and dissertations from the first decade of the 21st century and concludes that there has been a gradual increase in research on teachers and teacher educators.

Next, a pair of articles examine academic writing. In the first, Ninin presents a study on modality from the perspective of Systemic Functional Linguistics. She studied the use of the verb “poder” (can) found in a corpus of 40 theses and 40 dissertations produced between 2008 and 2011 in Brazil. The second, by Silva and Teixeira, in light of the “discursive formula” concept, investigates a *corpus* of 432,146 words, where they found the noun phrase “progressão continuada” (continuous progression), which refers to the learning cycles implemented in 1998 in the state of São Paulo.

The last article reports the result of a study on protest signs exhibited during the mass social demonstrations that took place in Brazil during the

2013 FIFA Confederations Cup. Tomazi discusses the use of silence as a discursive strategy in protest signs that make reference to the song “Calice” by Chico Buarque.

Finally, I would like to remind the readers that two of our four yearly issues focus on special themes, the future topics and respective deadlines of which can be found at <http://periodicos.lettras.ufmg.br/index.php/rbla>.

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