Editor's Note

First of all I want to express our gratitude to Carla Viana Coscarelli who collaborated with the editing of this journal and is now carrying on postdoctoral research abroad. We wish her success and welcome Andréa Machado de Almeida Mattos who has just joined our group of editors.

This issue of Revista Brasileira de Linguística Aplicada starts with two articles which deal with different aspects of teacher education. In the first, Oss discusses her concern with language teacher education and the concept of Educational Linguistics; She investigated educational practices of prospective English language teachers by means of a survey. The next article, by Pinho and Lima, reports a case study showing the importance of "digital fluency" as a new competence for English language teaching.

Dropout in Adult Literacy Programs. is the problem discussed by Pedralli and Cerutti-Rizzatti in a case study. The authors studied the influence of social and individual differences in school dropout.

The next two articles present studies about beliefs. Bedran and Salomão address "issues of the complexity and dynamics of beliefs in collaborative contexts for language teaching and learning, such as Teletandem." They claim that teacher mediation and the relationship between the participants are essential to mitigate conflicts and the clash of beliefs of students in a Teletandem context. The other article, by Zolin-Vesz, investigates beliefs about the teaching and learning of Spanish in a public school. He interviewed the principal, the coordinator and the teachers in order to understand the beliefs which contributed for the inclusion of Spanish as a mandatory discipline in that school curriculum.

Then, we have Diós's study, which measures and analyses "Spanish student's perceived anxiety when learning and using EFL inside the classroom." Based on his data, he identified higher levels of anxiety during speaking activities. He also observed lower levels of anxiety during listening, although a slight increase was detected when error correction was present in the process.

Lima's research focuses on the teaching of oral skills mediated by technology. He discusses the use of audio files, audio recording, portfolio, videoconference and electronic forum during online English classes in an undergraduate course.

Zakir and Andreu-Funo report on a study of the genre *abstract* from the socialrhetorical perspective. They examined ten abstracts of master's theses produced in the context of the research project *Teletandem Brasil: foreign languages for all* and present conclusions which can help future researchers.

Mafra and Coscarelli wrote a critical review of a corpus of theses and dissertations in language and technology defended between 2000 and 2012 in Brazil. The authors offer the readers a portrait of interventional research in Portuguese language classes, and discuss challenges for future actions and research in this field.

This issue closes with two theoretical articles. Scheifer examines the concept of Transdisciplinarity in Applied Linguistics in light of the notions of third space and dereterritorialization; and Lopes investigates implications for pedagogical practices of new approaches to knowledge in contemporary times.

Vera Lúcia Menezes de Oliveira e Paiva