

## Editor's Note

The *Associação de Lingüística Aplicada do Brasil* (Brazilian Association of Applied Linguistics) and the *Programa de Pós-Graduação em Estudos Lingüísticos* (Linguistics Studies Graduate Program) from the *Universidade Federal de Minas Gerais* present to the academic community the *Revista Brasileira de Lingüística Aplicada* volume 4, number 2. This special issue about Teacher Education brings contributions from Brazilian researchers from several institutions, introducing significant work developed in this increasingly important area in Applied Linguistics.

The first article, written by Edimara Sandra Camarota Queiroz, presents contributions from distance education regarding continuing education of foreign language teachers. The author argues that the use of technology, specifically the Internet, gives learners the chance to access information that could help them in the knowledge-building process, making them active participants in the education process.

Fernanda Coelho Liberali, using the socio-discursive interactionist framework, addresses the construction of a professional identity by English teachers in public schools, based on the development of class evaluations. The results achieved show that the argumentation in these evaluations enables a study of oneself and one's own actions from a historical perspective that brings one to an understanding of how identity is constructed.

João A. Telles's article also discusses teacher identity, focusing on the reflection process of Portuguese and foreign language teachers and the development of their professional identities when beginning their professional education, as revealed through narratives of participants.

Telma Nunes Gimenez and Vera Lúcia Lopes Cristovão focus on courses of teacher education and their capacity to change the current educational system in Brazil, discussing aspects related to professional identity, the objectives and definition of course content, teaching policies and their consequences, entrance of future teachers into communities of practice and development of an attitude of investigation.

The continuing education of a native-language teacher and the theory-practice relationship established by these teachers are topics of the article by Maria Augusta G. de M. Reinaldo. Her article shows methods of knowledge mobilization about writing and text evaluation.

Maria Letícia Galizzi da Luz Moreira and Fábio Alves relate their findings from a study of teachers and students in public schools in order to reveal how beliefs, autonomy and motivation are interrelated in the context of foreign language teaching/learning.

The *Revista Brasileira de Lingüística Aplicada* invites researchers to contribute articles and book reviews. Besides regularly receiving articles for publication, two volumes are planned for the near future, with the following themes: Cognition and language learning (2005) and Evaluation of language learning (2006). Suggestions for new themes for future issues are also welcome.

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