

Editor's Note

An article about the historical path of Applied Linguistics in Brazil within the range of CBLA (the Brazilian Congress of Applied Linguistics) opens this issue. Archanjo shows the evolution of the field and points out the diversity and richness of Applied Linguistics in Brazil.

The next two articles deal with teacher education. Brito, supported by French Discourse Analysis, presents a study on the images found in pre-service language teachers' discourse as far as grammar and the teaching of mother tongue (Portuguese) are concerned. Salomão provides the results of an investigation on the process of supervision and pedagogic strategies in the process of Teletandem mediation and its implications in teacher education.

Another pair of articles focuses on genre studies. Bonini discusses the distinction among the concepts of support, medium and hypergenre and presents a new methodological framework for genre analysis. Silva and Araújo describe the literacy history of candidates for the Federal University of Campina Grande and its relationship with school literacy practices.

The last group of articles present three different studies related to foreign languages – English and Spanish. Duboc discusses English curricular guidelines for Brazilian elementary and secondary schools highlighting the epistemological bases that underlie these guidelines and interpreting the proposals in the light of global demands, with emphasis on the local-global dilemma. In a corpus linguistics study, Lopes uses different computer tools to demonstrate the importance of semantic prosody in English-Portuguese translation. Finally, Barbosa-Paiva describes bracketing as a strategy in written chats in Spanish. The analysis of a corpus of chats revealed that bracketing is one of the regularities in the text construction of the texts analyzed.

The articles gathered in this issue make up a small portrait of the diversity and richness of Applied Linguistics research in Brazil, thus reinforcing the central thesis of the first article.

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