

Editor's Note

This issue brings together five groups of articles and three book reviews. The first group consists of five papers on language and technology; the second brings together four articles on literacy and genre studies; the third presents three articles on discourse analysis; the fourth, with two works, deals with translation; and the fifth joins two articles on foreign language studies.

All the articles in the first group deal with technology. Santos presents an overview of research on Digital Information and Communication Technologies and English teacher education carried out in Applied Linguistics in Brazil from 2000 to 2009. Saito analyzes the discursive practices of three teachers to understand how those teachers take positions within a teaching context that uses digital technologies. Zart discusses the process of authorship in digital environments and its implications. Araujo and Dieb investigate how the interaction within a virtual forum can improve the learning of academic text production and promote the construction of a deontological conscience inherent to this activity. Ribeiro and Gonzaga-Pontes study the process of the constant updating of webnews, using the concepts of rewriting and retextualization as theoretical support. They show how this process can affect both the production processes of the news and the reader's social practices.

In the second group, Signor presents part of a qualitative and socio-historical research on therapy based on Bakhtin's theory concerning speech genres. Ladino and Marinkovich deal with the social representations of thesis supervisors and supervisees on writing tasks in two Chilean university programs in the area of social sciences. Silva describes the genre supervised internship report, produced by pre-service teachers from undergraduate courses in Geography, History, and Mathematics. The final two studies in this group resort to Systemic Functional Linguistics as theoretical support for their discussions.

In the third group the reader will find three studies on discourse analysis from different theoretical perspectives. Tostes investigates linguistic strategies of a school supervisor and their acceptance by teachers in the light of principles of Politeness and Speech Acts Theory. Nascimento, with the support of critical

discourse analysis, presents a study about science popularization news from the BBC News and Scientific American websites. Zolin-Vesz analyses the colonialist discourse of Amelia Simpson's book *Xuxa – The Mega-Marketing of Gender, Race, and Modernity*, on the premise of the abolishment of any ideal of neutrality and objectivity in the production of knowledge as proposed by Moita Lopes.

In the fourth group, Barbara and Rodrigues-Junior investigate how the linguistic elements of appraisal construe the evaluative representations of (gay) literary characters in a Brazilian translation of the novel *The picture of Dorian Gray*. The second article, by Amorin, presents a study of adaptation, a technical procedure of translation, in a translation/adaptation of the play *Hamlet* by William Shakespeare.

The first article in the fifth group, by Moura Filho, presents an overview of the learning style construct and results from a research project carried out with 25 foreign language learners from varied contexts. The second, by Sartori, explores the relation between language and culture by examining anecdotes involving cultural conflicts of Brazilians in an English-speaking country.

This issue closes with three reviews of Brazilian books. Kramsch reviews *Language and its cultural substrate: Perspectives for a globalized world*; Gonçalves reviews *A oralidade na escola: a investigação do trabalho docente como foco de reflexão*; and Corrêa reviews *Multiletramentos na escola*.

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