

Editor's Note

Dear Reader,

RBLA 10:1 brings twelve articles covering a wide range of Applied Linguistics topics. In this diversity, the very definition of Applied Linguistics is discussed, along with matters related to natural language processing, foreign language learning, dialogism in writing, form-focused teaching, didactic books evaluation and language teacher education.

In the first article, addressing a complex discussion, Schmitz brings up polemic issues in Applied Linguistics. The author argues that despite there not being a stable definition for this field of studies, it has kept its activity and growth. Schmitz also discusses the notion of “linguistics applied” and the partial thematic overlapping of Applied Linguistics and Educational Linguistics, the latter being of some concern to the author.

Di Felipo, in the second article, presents the computational linguistics view of the lexicon and explores the main knowledge representation paradigms, highlighting both the meaning approach and formal metalanguage associated to each one of them.

In the third article Wong presents the results of a study on motivation taking into account Hong Kong ESL students. The results point towards a higher extrinsic motivation average. The author notes that students' specificities should guide teaching methodologies to be employed in the classroom.

Silva-Oyama presents a discussion about communication strategies in teletandem Portuguese and Spanish learning as foreign languages. The author concludes that because the two languages are typologically very close, learners show similar acquisition processes. The author notes that the particularities observed in regards to communication strategies usage are related to learners' L1.

Pinheiro presents a study about the re-signification of collaborative writing through MSN Messenger. In the article, the author reports high school students' practices and interactions as they write journalistic texts for an e-paper published in a site they created.

Mattos and Valério discuss communicative teaching and critical literacy under a comparative view in their paper. They conclude that the two paradigms are complementary and propose an integrated activity in order to exemplify their proposal.

Maciel discusses the notion of Bakhtinian dialogism through the analysis of a university entrance examination writing test. The author argues that the writer of the text dialogues with the exam proposal through the concretization of the voices of others.

Vidal presents the debate about the concept of *lingualization* in the context of form-focused teaching and argues in favor of this concept based on its use as a tool by Brazilian learners of foreign languages and its relevance especially when linguistic precision is a goal.

Caixeta da Silva brings a survey of themes in foreign language didactic books which appear in Applied Linguistics research in Brazil. The author lists the themes found in the decade between 1998 and 2008 and concludes proposing new tendencies for this area of studies and highlighting the need for dialogue between teachers and researchers.

Shifting the focus to teachers, Oliveira discusses how ESL teachers enrolled in a continued education program implement changes in their classroom practice based on action research. The author proposes a new construct, which she names collaborative tension, as an important component for the development of those changes.

Lima and Pessoa discuss the influence that supervised initial practice has in the change of personal theories for ESL teachers in initial education. The authors conclude that the teachers they researched believe in the efficacy of ESL teaching in public schools. According to Lima and Pessoa this belief is influenced by the context in which the teachers undertook their initial practice.

The last article in this number deals with teachers' professional discourse. Fairchild analyses a report written by an initial education language teacher and demonstrates that instead of building a discourse that emulates professional growth based on experience, the pre-service teacher seems to try to hide an image of himself/herself, keeping a lay tone to his/her discourse about education.

We hope that the diversity to be found in the articles in this number of RBLA along with the current views taken by their authors will entice the readers' curiosity and intellectually stimulate them, furthering the healthy academic debate in Applied Linguistics.

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