



This issue

This issue presents five articles that approach varied and challenging themes.

In the first article, D'Esposito shares and discusses with her readers her reflections and concerns during her experience of applying a new educational paradigm to a specialization course for language teachers under the principles of complexity theory.

In the second article, included in the pedagogical context of the teaching of foreign language reading based on the implementation of Genres, Nogueira presents and discusses the results of her research carried out with a group of High School students, using her own teaching materials.

Dantas, in the third article, reports her classroom experience with digital genres. She also relied on Genre concepts, as well as on Systemic-Functional Grammar. A set of emails from a discussion list in Portuguese were analysed from the point of view of the context of situation. This analysis brought up revealing features which characterize this interactional digital context.

In the fourth article, Borba and Jaeger describe a research on Corpus Linguistics focusing on contemporary academic spoken English. The authors discuss the use of the discourse-marker 'you know' in the Michigan Corpus of Academic Spoken English, and contrast quantitative outputs against the qualitative usage of the marker both at the level of the sentence and its interactional functions.

Concluding this issue, Bagatini presents her research conducted with High School students learning English as a

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foreign language. She bases her theoretical background both on the importance of reading and on reading strategies such as inference and vocabulary retention, along with the teacher's role during the process of learning. She describes and evaluates her classroom experience when introducing pupils' socio-cultural images to help students understand the reading of an English text that has no pictures.

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