

This Issue

This issue presents six articles which focus on the area of teaching and learning in classroom settings, textbooks evaluation, research in language for specific purposes, argumentation and teacher development.

The two first articles refer to research related to the English classroom. Santos and Ifa deal with the issue of critical literacy and they investigate a classroom experience conducted with elementary school students by a teacher, who took part in an public school English teacher development project, in order to examine constitutive aspects of critical literacy. Espuri and Rios-Registro, on the other hand, conduct their investigation, having the concept of didactic sequence as the starting point, according to Dolz, Noverra, Schenuwly, 2004, and the webquest as a support. The authors applied them to a high school group of students with positive results, aiming at exploring the potentialities of the comic strip genre in the classroom.

In the third article, Bouzada, Faria and Silva, working in the Portuguese Language area, report a teaching experience on writing skills done with high school students of a public school in the state of Rio de Janeiro. In the article, the authors, motivated by the challenge of working with the text in an interactive and productive way, illustrate a retextualization activity whose objective was to enhance the work with the texts and genres in the classroom.

Masin is the author of the fourth article that presents two goals: firstly, the article aims to evaluate the textbook according to the criteria proposed by Ramos (2009). Secondly, it evaluates the students' perceptions on the use of that same textbook. The author concludes that the book needs supplementary material for the students' efficient improvement.

In the fifth article Saes, based on the theoretical principles of English for Specific Purposes (ESP), and concerned with English proficiency examinations, aims at providing insights to help solve some of the difficulties faced by students when taking these examinations. She also presents some methodological proposals to be implemented with didactic support groups, monitoring activities in the classroom, and/or non- face-to-face activities.

Finally, Almeida presents the evolution of Argumentation, discussing a variety of focuses that the topic has been subject to, and she discusses the role of the teacher and the comprehension of such a role under the perspective of Applied Linguistics. The author emphasizes the need of teacher development programs that include Argumentation as part of their teaching contents.

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