

This Issue

This issue contains five articles addressing themes such as genres, the process of teaching and learning a foreign language, and the description and characterization of a corpus in Portuguese.

In the first article, grounded on generic structure potential (Halliday & Hasan, 1989) and register variables, Vian Jr and Moreira-Ferreira contrast journals and blogs. Although taken as distinct genres, the authors claim that blogs result from a re-contextualization of journals that emerges from socio-historical changes brought by the Internet. The depiction and discussion of these two genres, grounded on similarities and differences, represent the authors' contribution to the realm of genre studies, from a systemic-functional perspective.

Based on the Australian conceptual view of genre, but also addressing foreign language teaching-learning issues, the second article, written by Bambirra, reports an experience with genres undertaken in an ESP undergraduate context directed towards reading. By considering that knowledge is collectively constructed and that texts perform social roles, as well as by taking into account the concepts of language, text, and context of culture (Halliday, 1978, 1989), the author asserts that genres impact positively on students' motivation and, consequently, on the development of their reading skills.

The third article, produced by Vidal, is included in the foreign language teaching-learning theme. The author addresses the *form-content* dichotomy, discusses methodological alternatives from the information processing model perspective (Ellis, 1998), and accounts for form-based teaching-learning tendencies. According to the emphasis given by its author, the article aims at suggesting an instructional option grounded on the sociocultural theory, through the concept of *linguaging* (Swain, 2006).

In the fourth article, which also addresses the foreign language teaching-learning theme, Guar Tavares reports a case study involving foreign language teachers. The author aims at investigating these teachers' perceptions on oral skills, on opportunities of speaking the target language in the classroom, and on the output functions they emphasize. The findings of this study indicate that oral skill is perceived by teachers as communication and that opportunities of oral practice seem to be circumscribed to discussions about familiar topics.

The final article, by Berber Sardinha, presents the Bank of Portuguese, a mother tongue corpus which is held at the Center for Language Research, Information, and Resource (Cepril), at the Pontifical Catholic University of So Paulo. The author provides details of its origins, characterization, and developments, reflecting upon the advantages it may bring to researchers, as well as upon difficulties related to its internal organization, updating, and access to its full contents outside the university.

We hope the thematic variety displayed in this issue may provoke interesting reflections upon the comprehensive areas contemplated and that, therefore, it may provide readers with construction of knowledge and meaning making in complementary directions.

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