This Issue

This issue brings contributions by authors from different parts of the country. It contains five articles addressing themes related to classroom experiences, teaching and learning a foreign language, discourse analysis, and the description of a computer program for metaphor identification.

In the first article, motivated by difficulties found in the foreign language classroom, Corte and Fischer report an experience in producing and implementing materials whose aim was to help Brazilian students to surmount difficulties in selecting relevant information when reading academic texts in English. The authors describe the procedures that guide the production of the materials and present a sample of tasks that were developed to accomplish such a purpose.

In the second article, in the penal juridical context, Fuzer, based on the study of modes of representation of social actors, investigates how language is used to judge a crime against life in Brazil. The data analysis showed how social actors and activities may be included or excluded in the discourses, providing a better understanding of the effects those meanings produce in that context.

The third article, written by Berber Sardinha, represents a contribution to the realm of studies in Corpus Linguistics. The author describes a computer program that was created to find words that were possibly used metaphorically in corpora, and which are named by the author as metaphor candidates. The author not only provides details of how the program was created, but also of how it works in order to obtain this identification.

In the forth article, addressing foreign language teaching and learning issues, Cruse reports a research that aimed at identifying how the communicative strategy of literal translation is produced by beginner learners of English. The author collects the data by means of verbal protocols but also introduces a technique named concept identification task. The study brings the possibility of knowing more deeply the cognitive processes involved in the production of literal translation, and it points out to the importance of collaboration of the learners themselves to the results.

Based also on foreign language teaching and learning, but addressing vocabulary teaching issues, the final article of this volume, produced by Procópio, investigates the use of visual resources in the teaching and learning of vocabulary in English. The research involved two groups of students of English that were exposed to a vocabulary activity extracted from a textbook. One of the groups did the activity according to the instructions in the textbook. The other one did the same activity but students were also exposed to questions related to the use of visual resources. The findings indicated a better performance of the students who used visual resources, showing the importance of visual literacy for the teaching of vocabulary in a foreign language.

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