

## **This Issue**

This issue is dedicated to studies in the area of teacher education and includes five articles that focus on themes such as: the role of the pedagogical coordinator; investigations about pre-service and in-service teachers of English; and reflective processes that make use of different methodologies.

The first article, which regards critical reflection, addresses the role of the pedagogical coordinator from the positivist, humanist and critical perspectives in order to discuss it from a post modern point of view. By focusing on the framework that emerges from these various perspectives, Romero argues that the role of the coordinator should be attuned to the demands and characteristics of the social historical time in which he/she works.

The article by Liberali investigates a possible way of conducting reflective sessions. It is focused on how two teachers construct collaboration and on how they carried out the critical reflective process of learning and teaching in the classroom. The outcomes of her study lead to a reflection on changes that need to be implemented in teacher education programs.

The next two articles describe studies developed with pre-service teachers. In the first one, Castro deals with undergraduate students of English and Portuguese, in order to investigate the representations these students have about English teaching and learning. Data were collected through the students' self-evaluation reports of their own learning. The author claims that the knowledge emerging from these representations can bring new insights to the teacher practice in Language courses, as well as possible paths to be followed by teachers and researchers.

Following this article, Mello and Dutra, focusing on reflective practice of pre-service teachers of English, investigate types of metaphors and conceptualizations used by young teachers and their students in order to characterize the classroom interactive process. Data collection was done by means of questionnaires and reflective sessions that provide elements to analyze their own discourses. The conclusions presented indicate that a joint construction of roles in the classroom may contribute to enhance learning in a foreign language.

This issue closes with the an article by Martins who reports an exercise of critical reflection developed by the researcher. By focusing on journals, the study addresses the author's first experience on the Web, as designer and as a teacher in an LSP course of summaries and academic reviews. Her report presents her own process of (re)education as an online teacher, as she has already had a lot of experience in face-to-face LSP courses.

**R.C.G.R.**