

This Issue

As pointed out by Apple (1997) in the introduction to volume 21 of AERA, all books have a history and this one is no exception. In fact, this volume has a history which began with a concern to collect teacher development projects evolving in Brazilian universities and present them in a debate forum. The opportunity presented itself in the form of a symposium which drew researchers from four Brazilian universities during the 7th Applied Linguistics Interchange (INPLA), held at the Catholic University of São Paulo (PUC/SP). The striking relevance of the issues discussed led us to think about publishing these papers as well as others which focus on crucial questions for teacher development research and projects.

The seven papers presented in this issue are united by the theme of the discussion, but may be organised on the basis of numerous criteria, such as focusing on: research on teacher education, the target language, the developing teacher, methods of data collection and analysis. Thus, while the works of Moita Lopes and Freire, Magalhães, Telles, Diamond, Celani, and Castro all focus on the continued teacher development, Moita Lopes and Freire, Magalhães and Telles work with basic education teachers whose target language is Portuguese, and Celani and Castro work with university level EFL teachers. Furthermore, Celani focusses on a national program for the development of teachers of English for Specific Purposes - ESP, and Diamond's work centres on a course for graduate students in a Brazilian university. The paper contributed by Gimenez discusses the pre-service education programme for English teachers at a University in the State of Paraná.

Although methodologies of data collection and analysis ranged greatly from action research, in the case of Moita Lopes and Freire, to collaborative research, in the ongoing projects at PUC/SP discussed by Magalhães and in the study by Castro, to self-narrative in the paper by Telles, and to arts-based inquiry, as discussed by Diamond, all have a crucial point in common: the

concern with conducting research which would become contexts for reflection and transformation for everyone involved. That is, all the papers discuss research and/or projects which seek to give participants, in various levels of teaching, a voice as well as construct contexts for becoming conscious of the practices developed, the theories in which they are based and the interests that they serve. In other words, all of them focus on the reflective process as being crucial for self-understanding, for the deconstruction of appropriate discourses and for the construction of others.