

Editorial

The current number of BELT – Brazilian English Language Teaching Journal – is composed of four articles. The first article, entitled *Teachers' affective states: the diary of a novice English language teacher in her first year of teaching*, by Douglas Candido-Ribeiro, presents a case study based on a novice teacher training program involving the role of cognitive issues in the teacher's relationship with his or her own teaching practices, as well as with the students. The author suggests that support from more experienced teachers and the self-awareness that comes from keeping a diary may improve the development of teachers in the beginning of their careers.

Luana Lamberti Nunes, in the second article of this edition, *Analysis of Fashion Designing Area Common Vocabulary*, utilized corpus linguistics to investigate specialized terminology in order to create learning tasks in English for Specific Purposes, with a focus on the area of fashion design. This study illustrates the importance of using specific corpora as a basis for the development of relevant tasks, taking into account student needs.

The third article, *Bounds between animals and humans in The Grapes of Wrath by John E. Steinbeck, Vidas Secas by Graciliano Ramos and Porteira Fechada by Cyro Martins*, by Isabel Devincenzi, three literary works were analyzed regarding how the relationships between men and animals were depicted. The author suggests that these depictions may reflect the social and economic situations of the United States of America and Brazil, at the time they were written. Investigations such as these may contribute to the teaching-learning process using English literature by making connections with Brazilian literature.

In the final article, *Computer Games: Implementing Computer Games on Iranian Early EFL Learners*, Fateme Ebrahimi and Mustafa Zamanian propose age-relevant tasks for young learners of English using computer games focused on acquisition of vocabulary. The authors found a positive effect of the use of educational software on correct sentence production suggesting that teachers adopt a variety of pedagogical tasks in language learning.

We would like to compliment all of the authors who have enriched this journal with their papers. We hope that the issues discussed in their studies stimulate further debates relevant for English language teaching, which can eventually contribute to the improvement and continued advancement of professors and professionals involved in language development.

Cristina Becker Lopes Perna

Karina Veronica Molsing

Yadhurany dos Santos Ramos

Beatriz Ilibio Moro

Simone Sarmento

Editors