

This Issue

This issue presents a variety of themes which covers distinct research areas. The first and second articles address issues related to teaching practice matters. In the first one, focusing on the theoretical concepts of knowledge (Geertz, 1987/2009; Tardif, 2002) and the survival strategies theory by Woods (1990), Boa Sorte, aiming at systematizing these concepts, conducts a research with experienced teachers enrolled in an English Language Teaching undergraduation, in order to examine how these teachers use such knowledge in class when they have to deal with adversities in their English language teaching classes. On the other hand, Chiulli, based on systemic functional grammar, identifies what meanings are constructed by a teacher-researcher when reflecting upon her role as a teacher in a class of a technical integrated course in Agriculture.

In the third article, Vieira e Aranha presents a needs analysis process to English for Academic Purposes courses, applied to Computer Sciences graduate students aiming at determining the present and target situations needs. Results indicate that students, in general, have a positive evaluation of their proficiency in the English language. This result shows the authors a need for considering diverse pedagogical actions to this specific group.

Santos, Precioso e Melo investigate pre-service teacher education to language teaching, more specifically the role of reflexive practice for future pedagogical work in the classroom. The participants of the research are a group of students taking the sixth semester of the Language Course at the University of Mato Grosso state, campus of Sinop. The results show that this is a desirable track for the future professionals because they feel much more prepared for the pedagogical work.

The next two articles evaluate didactic materials based on genres for the teaching of the English language, but they approach the topic from different perspectives.

Felipini and Rios, based on the Bakhtinian genre concept and the studies by Schneuwly and Dolz (2010), evaluate a reading activity, part of a 9th grade secondary school material. The results show how the material meets only partially the methodological guidelines. Cardoso in turn focuses on the pedagogical proposal for the implementation of genre-based tasks in the classroom by Ramos (2004), implemented in a didactic unit produced by a technical educational center, as part of the ESPtec Project- Development of teachers and multipliers of ESP for the Brazilian technical education system. The author aims at presenting empirical learning evidence for the use of the pedagogical proposal by Ramos (2004).

In the last article, Martínez e Picchio present a genre-based English for Academic Purposes (EAP) course, offered to post-graduate students of veterinary Science in a Latin American university whose needs are to read academic literature in English and write literature reviews for their dissertations.

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