

This issue

This issue brings five articles that address themes related to business English teaching, to corporate communication, to conciliation hearings in institutional settings, to reading comprehension, and to the writing of research articles scrutinized from a contrastive perspective.

In the first article, by considering a historical view and taking Hutchinson & Waters's conceptual perception (1987) of *needs analysis* as the theoretical foundation, Vian Jr discusses the application of such a notion to the teaching of English for specific purposes in business settings and the role it plays to the instructor who teaches in-company classes.

In the second article, Freitas & Gomes discuss the dissemination of information based on social actions which value the corporate image. The authors, based on critical discourse studies and research on discourse genre, as well as on the concept of *technologizing* and *value language*, analyze discourse strategies used for spreading social practices in a corporate newspaper, seeking for interpreting the identity construction.

The third article, by Ladeira, analyses the discursive topic in talk-in-interaction contextualized in conciliation hearings that occur in a claims court for consumption conflict resolution. The author is theoretically grounded on the Sociolinguistics and Conversation Analysis principles to conclude that the participants reveal asymmetric rights as far as the topic selection is concerned. The outcomes also indicate that the mediator is the one who suggests and controls the topics to be discussed.

In the fourth article, Pereyra, Espinosa & Tossi present a sequence of activities designed for recognition of the *problem-solution* pattern in scientific texts produced in the realm of agriculture. Their study aims at finding out alternatives to help both researchers and English for specific purpose learners to use a *clause-relational* perspective in the reading of specialized texts.

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To conclude this issue, Moritz, Meurer & Dellagnelo present a contrastive investigation focused on conclusions of research articles written in Portuguese and in English as a native language, as well as in English as a foreign language. This research is theoretically grounded on Swales's concept of genre and it analyses articles produced in the field of Applied Linguistics. The study provides a deeper understanding of the rhetorical organization of research articles, as well as meaningful contributions to academic writing.

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