



This issue

This issue presents five articles which address diverse but undoubtedly intriguing themes. In the first one, by depicting the rhetorical organization of situations taken from seventeen films that contain *introducing people* scenes, Carvalho analyzes this genre and suggests listening comprehension and oral production tasks. According to the author, getting familiar with *introducing people* as a specific genre may provide L2 students with better opportunities to understand and use English in their academic and professional lives.

Ress is the author of the second article that presents two goals: firstly, the article is focused on the factors that were taken into account to define a Canadian poetry course program offered in an undergraduate English language course at a Brazilian Federal University. Secondly, it is focused on discussing the reading produced of a poem by a Modernist poet, showing strong aspects and difficulties students had in its construction, in the end of the mentioned course.

In the third article, Oliveira presents the results of her study on the needs of Information Systems students in relation to the use of English. According to her investigation, reading ability remains the immediate need is to be dealt with these IS students; however, listening and speaking also emerge as necessary skills to be developed throughout the course.

Khuwaileh is the author of the fourth article in which the computer linguistic terminology used wrongly or vaguely by Arab computer users in academic institutions and by English-Arabic

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translators is addressed. The author comes to the conclusion that difficulties in translation may occur because of the Arabic culture or the inefficiency of English Arabic Bilingual dictionaries. As a contribution of his study, he presents a number of research and practical recommendations.

The last article in this issue is the one written by Garcia. Her research is focused on the teletandem context and it corresponds to an investigation on the roles performed by language teachers in telecollaborative practice. By interpreting a series of written data from the hermeneutic perspective, her study reveals that the teacher is given new roles to maximize the process towards meaningful and intercultural learning.

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