

## Editor's Note

The Teaching of Languages for Specific Purposes is one of the most prominent areas of research in Brazil. In this special issue, the reader will find a variety of articles focusing on theoretical and practical aspects of this research field.

The first two articles establish a dialogue between communicative and instrumental approaches. Borges gets together the voices of several Brazilian Applied Linguists and discusses whether *communicative approach* and *instrumental approach* are different names for the same approach. Lima discusses the process of collaborative dialogue and argues that collaborative tasks can be well applied to the learning of English for general educational purposes or English for special purposes.

The key word for the next two articles is textual genre. Beato-Canato focuses on languages for specific purposes in a sociodiscursive interactionist perspective and suggests possible and necessary adjustments in the Swiss proposal that can be applied to the teaching and learning context. Coelho analyzes the 'research article introduction' from the perspective of a rhetorical-discursive analysis and highlights the linguistic marks and the verbal structures that really occur in this genre. Her context is a preparation course for the ANPAD test, but the results of her research are of interest to anyone working with academic reading or writing.

Computer technology is present in action research projects carried out for Dias and Damião in different contexts. Dias defends in her article that concept mapping, facilitated by computer software, can be a useful strategy to improve reading comprehension in English for Specific Purposes. Damião describes the process of designing and teaching a course for specific purposes with the incorporation of technological resources.

The last articles are more specific. Stanke analyzes the teacher's role in a German course which has the specific purpose of developing reading skills in that foreign language and Bocorny presents a review of studies that have been produced about language in aviation and its teaching.

Finally, Silva offers the readers a review of Celani, Freire and Ramos's book: *A abordagem instrumental no Brasil: um projeto, seus percursos e seus desdobramentos*.

We close this special issue paying homage to Bernardete Biasi-Rodrigues, an important Brazilian scholar who left us in November 2011, but who will be remembered for ever by the friends she made and by the readers of her relevant research in the field of genre studies.

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