

## This Issue

This issue of the *The ESPecialist*, volume 33, no. 2, includes five contributions. The first article, by Duarte, focuses on the implementation of drama activities in English as a Foreign Language classes at São Paulo Catholic University. The proposal is based on three different areas—namely, educational psychology, drama, and English language teaching/TESOL. The project, entitled ‘Living Drama in the Classroom,’ has been carried out for some time at the university. The article reports on the changes that students experienced with respect to both their acting and language learning skills.

The second article, by El-Dash, describes the results of applying the Q method to better understand students’ motivations in learning English in college. The results point to a set of five general descriptors of the perceptions underlying the students’ motivations for learning. These descriptors are concise statements that help practitioners take action to remedy situations where motivation is lacking, but they can also be used for scholars in the field to gain a deeper understanding of the reasons for pursuing an education in English. Interestingly, the descriptors are largely metaphorical, suggesting that students perceive English language learning in terms of general domains of human cognition, such as love, hunting, investigating, and exploring.

The third article, by Serpa and Camargo, presents a corpus-based investigation into political economy terms in Portuguese and their translations into English. The corpus comprises texts written by the renowned Brazilian economist Bresser Pereira, who led economic thinking in the country for a period of time and even held office as minister in the federal government. The study is based on terminology, translation, and corpus linguistics, drawing on these three different areas as a means to conduct the study and interpret the findings. The results suggest that variation occurs in the way the same terms are translated, which in turn indicates both a fluid style and the need to adapt terms to the requirements of the text at hand.

The fourth article, by Rossini, Belmonte, and Carvalho, introduces the materials designed by the authors for an English for Specific Purposes course for law students. The class, which has been offered as an extension module since 2006, has attracted a wide audience of professionals. The article presents the theoretical underpinnings for the design of the teaching activities based on genre analysis, as proposed by Swales, as well as on the ESP literature, including Hutchinson and Waters, and a proposal by Ramos, the leader of the study group in charge of the course design and implementation.

Last but not least, the fifth article, by Piccardi, focuses on doctor–patient interactions from a discourse analytical standpoint. The author explores issues related to identity construction in doctor consultations. These identities, it is argued, are crucial for the very interaction between doctors and patients that takes place in office and hospital settings. Images of the self and the other are created, maintained, and shifted continuously in these encounters.

We hope that readers will enjoy reading these articles as the contributions present a rich picture of current developments in diverse areas of applied linguistics.

**TBS**