This Issue

The five articles included in this number deal with important and relevant issues to what concerns ESP.

The first article, written by Von Staa, Damianovic and Batista, describes the authors' teaching experience in a face-to-face ESP course focusing on the spoken genres needed by teachers of English. Apart from this description, the authors also discuss their pupils' perceptions on the use of the English language in the classroom.

The second article also focuses on teaching issues. In this article, D'Ély and Gil discuss the impact caused by the discipline of English Teaching Methodology on the practice and beliefs of five student-teachers of English attending a graduation course.

Following it, Montemayor-Borsinger introduces in her article a new taxonomy for the use of grammatical subjects in research articles writing. She investigated the writings of ten scientists in different periods of their professional and academic lives. As a result, the author found a new classification for code changing and authorship which can be explained by the scientists' increasing expertise levels.

The following article describes a research study based on corpus. In this paper, Recski compares similarities and differences in the use of *Actually* and *In fact*. He brings into discussion prototypical possibilities and variation in use of both lexical items.

In the last article, Jacobi describes a study on the production of Spanish teaching materials for Brazilians using Corpus Linguistics as an alternative to what is already available on the market. The pedagogical activities proposed by the author are based on concordances and use patterns of *decir/hablar/falar*. These lexical items tend to be of difficult distinction among Brazilians.

V.B.M.P.S.

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