This Issue

This issue presents five articles that display an interesting thematic variety. In the first, Fidalgo investigates the use of a self-assessment instrument which was applied to a particular context, other than the one it was originally designed for. Grounded on the representations that emerged from the discourse of the teachers and students who participated in her study, the author concludes upon this instrument validation.

In the second article, a case study which was based on genre and register theories (Eggins and Martin, 1997), and in Bakhtin (1981) and Voloshinov (1973), the author, von Staa, portrays the production of literary interpretations by High School freshmen.

In the third article, by contrasting reference and study corpora, Berber Sardinha presents a mathematical method for determining the influence of reference corpus size on the number of key-words extracted by *KeyWords* (*WordSmith Tools*).

In the following article, Perez-Llantada, by taking the *Michigan Corpus of Academic Spoken English*, discusses the pragmatic behaviour of one-word tags (a common feature in conversational English), in the academic discourse.

In the last article, Bell evaluates the effectiveness of two teaching approaches to the acquisition of vocabulary: the first consists of teaching vocabulary through the use of dictionaries, and the second is focused on activities that promote deep level of word processing.

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