



This Issue

The five articles in this issue cover a range of topics and methodologies, from written production and comprehension to Corpus Linguistics and English teaching practice.

In the opening article by Xavier, any lingering notions we may have of successful interactions in a foreign language class as being promoted by fluent teachers are challenged by the author's analysis of the teaching practice of three teachers of English in three different secondary school student groups.

Dourado's process tracing analysis of two Letras undergraduates in order to examine whether they represented a writing task as an invitation to voice their own ideas about the topic reveals the influence of social, cognitive and affective factors on the students' writing process.

More interested in how scientific research article writers develop their abilities as authors, Montemayor-Borsinger examines the choices of the structure of Theme made by the author in two articles, the first and the last of a series of five, on the same physics problem. The study also presents interviews conducted with the author and other physicists that indicate differences in the articles. The results suggest increased authorial presence as experience increases.

Expressing their concern with the teaching of reading in a foreign language class, Souza and Bastos highlight the importance of the relation between lexical competence and comprehension and point out the need to have proposals which bring both bottom-up and top-down strategies as valuable pedagogical resources for reading courses.

Lastly, in the context of Corpus Linguistics, Berber Sardinha's article reviews some features and considers the potentialities of the Keywords tool of WordSmith (Scott, 1996) for language analysis of texts or corpora.

R.C.G.R.