



## **This issue**

This issue presents a variety of themes ranging from teachers' conflicts regarding methodological questions to problems concerning vocabulary knowledge within the context of a specific test of English as a foreign language. We start with Holmes's article on teachers' difficulties in putting into practice what is recognised as the "official" methodology proposed within the context of a project, as a consequence of a misconception of what is meant by methodology. Freire presents an illustration of how reflections upon professional practice may lead to the development of a three-dimensional approach to the teaching and learning of English through online workshops on writing, while Khodadady deals with two hypotheses generated to capture the relationship between vocabulary knowledge and reading comprehension ability. We move on to the area of disciplinary variation in written academic discourse with Balocco's study of the genre specialised academic article in the relatively neglected area of literary research in English and the volume closes with Siqueira's discussion of the need to analyse translation problems taking cultural issues into account.

**M.A.A.C.**

