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Bem Legal Journal (BLJ), or "Pretty Cool Journal", was conceived as a formative space for pre- and in-service teachers (WELP et al., 2020) to assist in the construction of their identity as teacher-author-educators (GARCEZ; SCHLATTER, 2017) and improve language education. To deepen the analysis conducted by Welp et al. (2020), which presents an overview of the journal, the purpose of this work is to identify the topics approached in the texts published in BLJ by analyzing key multi-word terms (KMWT). From a quantitative point of view, KMWT are a type of keyword that has the form of an expression and the format of a term in language, occurring more frequently in the corpus of study when contrasted to a reference corpus (KILGARRIFF et al., 2014). The corpus of study was compiled from all BLJ texts written in English and the reference corpus was composed of texts from The Warwick ELT Journal, a publication with similar objectives. The KMWT were extracted using the "Keyword & Term" tool in Sketch Engine (KILGARRIFF et al., 2014), and the "Concordance" tool was used to help understand the meaning and co-text of the KMWT in the corpus of study. Eight categories stemmed from the analysis, namely classroom management, context, discourse markers, language focus, language teaching, project-based pedagogy, resource, and sequencing. Preliminary results show that project-based pedagogy seems to be the preferred teaching methodology, with a high occurrence of terms such as "final product/production" (131x) and "video clip" (55x) as compared to four and one occurrences respectively in the reference corpus. As BLJ is published by a university in Southern Brazil, there seems to be an influence of the former State Curriculum Standards (SCHLATTER; GARCEZ, 2009) in the pedagogical practices reported in the journal.