



This Issue

This issue is dedicated to a very special person – John L. Holmes, who passed away this last May. More than a colleague and friend, he was an outstanding collaborator in the context of English for Specific Purposes (ESP) in the country. He was one of our referees since the very beginning of this journal, and one of the British Council KELT's (Key English Language Teaching) who came to Brazil to help with the development of the Brazilian National ESP Project. He lived in Brazil in the 80's and since the end of the Project (1989), he was always involved in the studies developed by the ESP Brazilian community, offering mini courses, workshops, taking part in the National ESP/LSP Seminars, and developing research projects together with Brazilian researchers. He produced a lot in this area, and to pay homage to him and tribute to his valuable collaboration and dedication, we reproduce one of his papers, *Feedback: A systems approach to evaluation and course design*, one of the Brazilian National ESP Project publications, and the last issue of the *Working Papers* series (no. 21, 1989).

This issue offers our readers five articles that display themes of interest in the areas of teacher development, genre studies, and language learning and teaching. The first article, by John Holmes, discusses feedback, materials evaluation and course design from the theoretical perspective of systems approach and also presents examples to illustrate the theoretical issues. Although this article focuses on aspects that characterized the approach adopted by the Project in the 80's, it is actually one of the contributions from the past that is still relevant to the learning and teaching of languages.

Gomes & Rodrigues, having a tertiary level institution as a scenario, present and discuss the curriculum change of a Language course, in which the new technologies were introduced to teach the English language. The authors also report the results related to the linguistic competence development of the students that were observed during the use of the new technologies.

III



In the third article, Gaignoux & Magno e Silva conduct a case study with students from the Language course at the Federal University of Pará, in order to investigate how learning strategies instruction enhances the development of oral production, one of the communicative skills that is the main concern of foreign language learners.

In the following article, by addressing genre analysis theory and evoking Swales (1990) and Nwgou (1997), Carvalho focuses on the rhetorical organization of 30 oral presentations in English in the area of pneumology, reporting her results and contributions to the area of genre studies.

This issue closes with the article by Conceição, who reports on a study that was conducted with students who were taking an ESP course in a public university in the state of Minas Gerais. This study investigates the contributions of the use of the dictionary to word retention in a foreign language.

R.C.G.R.