

This Issue

As I announce the names of our two new co-editors, Leila Barbara and Heloisa Collins, I would like first of all to stress the immense contribution given by the founder co-editors, John Holmes and Mike Scott. Both now leave their positions as co-editors, but have agreed to continue to offer their collaboration as members of the advisory board. Their contribution, orientation and effective work were crucial for the development of *the ESPecialist*. To both of them our deepest gratitude for their role in the development not only of our journal but also in the development of ESP in Brazil.

Our thanks and gratitude also to the members of the advisory board who are now leaving their positions for their important contributions and our warm welcome to the new members who start their mandate as of this number. Their collaboration will be essential for the growth of *the ESPecialist*.

Three articles in this issue have the teacher as their focus. Khuwaileh deals with the problem of the status of the ESP teacher and the difficulties that still have to be faced. Liberali and Magalhães both are concerned with teacher development; the former focusses on the role of reflection in teacher development, while the latter looks at the process of negotiation of knowledge in the language classroom within a socio-historical theoretical framework. Barreira and Craesmeyer illustrate their discussion of the advantages of a spiral syllabus in ESP with a reporting of an experience in the implementation of that kind of syllabus. Moura also reports on a successful experience related to the creation of games for

English teaching to students of graphic design. Useful to the teaching of reading of technical texts in English is Montero's article on complex nominals in scientific English.

MAAC