

## From the Editor

Before beginning to introduce the Summer Issue of the MEXTESOL Journal, I want to invite readers to access its web page at the following address.

[http://webserver.udlap.mx/~lldl\\_www/congreso/mexjournal/mexjournal.html](http://webserver.udlap.mx/~lldl_www/congreso/mexjournal/mexjournal.html)

The page is relatively new and we welcome any suggestions for modifications or additions that you may have. Please send us your comments to the email address listed on the Manuscript Guidelines pages (they are now in Spanish and English).

The first article in the Research Issues section is a joint effort by three authors/researchers. Gayle Neslon from Georgia State University, Cindy Lutenbacher from Morehouse College and Maria Elena López of the American School in Monterrey, N.L. have a very interesting article that compares Mexican and U.S. students' and teachers' perceptions of the roles and relationships between students and teachers. The purpose of their study was to identify patterns of difference and similarity in the behaviors, expectations and attitudes of Mexican and U.S. students and teachers. The authors will also present their findings at the MEXTESOL Convention in Aguascalientes in October.

The second article is written by Timothy Benson who reports on his research done for his Master's in Applied Linguistics thesis at the Universidad de las Américas, Puebla. His study looked at the long debated issue of the use of the target language in beginning foreign language classes. Tim's study involved qualitative and quantitative data from two situations; one a beginning EFL classroom where the teacher spoke almost entirely in the target language and the second where the teacher used Spanish approximately 30% of the time. His data describes teacher and student perceptions gathered through questionnaires and observations during different times of the semester.

The final article in the Research Issues section is from Glenda Gartman of the Universidad Regional del Sureste in Oaxaca. Her contribution is a library research report on the affect of anxiety in the foreign language classroom. She focuses on how anxiety influences language acquisition from the perspective of linguistics and neurolinguistics.

The first article in the Professional Practice Issues section is by Suzanne Medina of California State University-Dominguez Hill campus. She shows how there are various ways in which songs can be used to enhance second language acquisition. The applications for the use of songs in the language class are divided into three sections: Activities before the song is learned, activities to do while the song is being presented for

the first time and activities for after the song has been presented. These practical suggestions should be very helpful to our EFL teachers in Mexico.

The second article in the Professional Practice Issues section is written by two authors, both of whom have previously published in the *Journal*, Carlos Torrealba and Virna Ferrari from the Universidad Simón Bolívar in Venezuela. Through observations carried out at their University, they found that the EFL reading teachers in their post-graduate classes were not receiving sufficient pedagogical information to aid them in their university reading skills' classes. In their article they discuss the problem that we all face: limited time to reach the curriculum goals. Their article provides suggestions and activities for teachers in similar situations.

And, as a final contribution in the area of teaching reading in university classes, Gloria Schön from the UNAM. She provides our readers with a background of the teaching of reading, an overview of the strategies our students may be using (or not using) in their foreign language classes and concludes with recommendations of how we can help our students in developing this important skill.

The Commentary Section is blank. Unfortunately, we didn't receive any readers' comments this time. Therefore, I would like to again ask that our readers send in any comments concerning any points (no matter how short) in the field of EFL/ESL that you would like to see published. This is where you can sound out your ideas without worry. If you do not wish to have your name on the commentary, it can be anonymous.

And finally, I'd like to draw your attention to the book reviews of two different books. The first is a review by Martha Lengeling of the Universidad de Guanajato of Penny Ur's teacher training book, *A Course in Language Teaching: Practice and Theory* from Cambridge University Press. In this review, Martha explains why she has been using this book in the course she teaches and why she recommends it to others in the field of training EFL teachers. The second review is by María Eugenia Correa Breña of *The Intonation Systems of English* by Paul Tench and published by Casses. As a non-native English speaker, Ma. Eugenia explains why she, as a linguist interested in the teaching of phonology, found this book an interesting tool for her in the teaching of pronunciation and intonation.

And to close, I would like to remind you that the Winter Issue will be a guest-edited issue that will provide articles concerning the teaching of ESL/EFL writing.

For those of you who go to the MEXTESOL Convention in Aguascalientes in October and who are interested in possibly publishing in this *Journal*, please come to our workshop on Saturday at 4:00 p.m. I, as well as members of the Editorial Board and Staff, will be present to answer your questions.

I hope you enjoy this issue,

**The Editor**