

From the Editor

When this issue comes out, MEXTESOL will be celebrating its 25th Annual National Convention in Guadalajara. For a quarter of a century, MEXTESOL has been supporting the classroom EFL teacher with national conventions that have been held throughout Mexico. With this issue, the *MEXTESOL Journal* thanks all the people, throughout the years, who have helped make our organization what it is today and who will continue to support it for the next twenty five years.

We begin this issue with an article from a writer who has supported MEXTESOL from afar for many years. Marianne Celce-Murcia, a plenary speaker at the Guadalajara Convention, has sent us an article (*How Discourse Helps Us Understand Grammar More Fully: The Past Perfect*) dealing with the importance of teaching grammar at a discourse level, not just on a sentence level. She uses the difficult-to-explain *past perfect* tense to exemplify her thesis.

In our second article, Andrew Littlejohn, who has also been participating with us from afar, offers us an article (*Language Teaching for the Future*) which is based on the plenary he gave at the MEXTESOL Convention in Veracruz last year. In this article, he looks towards the future and gives his opinion on where language teaching will go in the next millennium.

Again, our supporters in Venezuela make their appearance with an interesting review article on the teaching of literature in the classroom (*The Role of Literature in the Teaching of Foreign Languages*). This article includes some useful suggestions for using literature in your classroom, based on the author's experiences in Venezuela.

For those of you who are interested in what students' really want to improve in their pronunciation should read the article, *Adult Learners' Pronunciation at the End of a Communicative English Program: A Needs Analysis*, by Maria Eugenia Correa Breña. The author did research to find out if learners from a communicative English program "have intelligible pronunciation, speak with a foreign accent and want to reduce their accent,

... to investigate whether experts ... are justified in their conclusion that pronunciation should focus on intelligibility rather than on accent reduction.” (p. 42)

Our next article, *Give Me Your Tired, Your Poor, Your Huddled Masses Yearning to Speak English: The English Only Debate in the United States*, by Kimberly W. Daniel is quite timely. In this article, the author examines recent events affecting non-native English speakers in the United States and also probes the possible causes of the current *English-only* debate.

In our final article, *Back to the Basics*, Kristine Karsteadt offers us a set of tips for both teachers and students to help them find their way back to the basics we might have forgotten in the complex world we live and teach in today.

Finally, we have a rather long book review which, besides reviewing a book, asks an absorbing question.

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