

## From the Editor

Welcome back from Christmas vacations and welcome to the Third Millennium, one that should bring more innovations in language teaching during its first decade than we have seen during the last century. Hopefully the energy and peace of the age of Aquarius will touch us all as we embark on our journey into the future. As Eric Pearse said in his plenary address at the XXVI National MEXTESOL Convention in Mazatlán, "The future is always nearer than you think; in fact it is only ever a nano second away".

This issue is dedicated to the theme of *Non-Native English Speaking Teachers* (NNEST) which is a caucus group begun at the National MESTESOL Convention in October 1999. The topic of NNEST was initiated at a presentation by Lia Kamhi-Stein who was a founding member of the Nonnative English Speaking Teacher (NEST) caucus for TESOL and who is presently the editor of the NEST caucus newsletter. In her presentation entitled "Non-native English Speaking Professionals: A New Agenda for the New Millennium", Lia discussed the strengths that the NNEST bring to the classroom, collaboration between native and non-native speakers in the curriculum design process, the problem of traditional teacher preparation programs and how they can be enhanced to address the needs and interests of the NNEST teacher in preparation. Following her talk, there was a lively discussion between the teachers attending her presentation. Lia then invited everyone to attend the first meeting of the MEXTESOL NNEST Caucus to be held that evening.

During that first meeting, one of the teachers near me asked, "What does caucus mean?" According to the Heritage Illustrated Dictionary, the term "caucus" is a socio-political committee or group of people interested in determining policies. You may be asking yourself now, as did those NNEST present at the first caucus, "What policies do I need to set or change?" As the discussion advanced and teachers began to cite specific experiences in their teaching situations, we began to see why policies need to be set or changed. It was clear that their rights as a professional had been violated in favor of a native English speaker who had been chosen for a teaching position even though they had less or no credentials for the job. Or, when chance for advancement had been rejected in favor of a native speaker.

At the end of the Caucus, Gerardo Ochoa, a member of the Editorial Board for the MEXTESOL Journal, was chosen as co-coordinator of the caucus and web master for a new listserv for the group. If you would like to subscribe and share your experiences or thoughts with other members across Mexico, send a blank message (without signature) to [nnest-subscribe@listbot.com](mailto:nnest-subscribe@listbot.com). You will receive a verification message asking to reply with another blank message and then you are on the list. Do try to enlist and share your views and concerns with others. In the **Commentary** section of this issue, Gerardo has written a letter to the readers explaining the Caucus more in detail.

As mentioned previously, this issue is dedicated to the NNEST Caucus and for that reason I wish to extend my appreciation to Lia Kamhi-Stein who gave the presentation mentioned above and who sent to the Journal a summary of her presentation, "Nonnative English Speaking Professionals: A New Agenda for a New Millenium". This featured article presents an excellent overview of the Caucuses, both the TESOL as well as the MEXTESOL.

The second article that the Journal brings to you in the **Research Issues** section of this issue was written by Adriana Usabiaga of Baja California and is entitled "Dealing with Theory in Intensive TET for NES Teachers: Reflections on a Course for Mexican Trainees". As you can see, this lead article concerns the subject of NNESTs in Mexico and reports on research done with the trainees.

The next article by Peter Reilly also involves research with EFL teachers and students in Mexico. His article, "Effects of Teacher Strategies on Students' Motivation Levels in English Language Classrooms", will be of interest to all teachers who are concerned with how their teaching strategies effect their students.

In the **Professional Practice Ideas** section, our first article is from Irma Ghosn at the Lebanese American University in Byblos, Lebanon. This article, "Teaching EFL to Multiple Intelligences", is a written version of a presentation given at the 31<sup>o</sup> Annual TESOL Convention in Orlando, Florida in March 1997. The article contains many interesting ideas for employing the use of multiple intelligences in our daily classrooms and is a must for all our readers.

The next article is by Troy Crawford who presents results and insights from his research and experiences in teaching business writing to EFL students. The article, entitled "Discourse Analysis and Business Writing", will provide interesting reading especially for those teachers who give courses in business communication.

The following article is "Using Awareness Raising Activities to Overcome Students' Problems with Areas of English Resistant to Teaching". Here Nigel Cundale presents us with ideas which he has used in eliminating problem areas with EFL students that have proved to be difficult to eradicate.

As mentioned previously, Gerardo Ochoa in the new section of **Commentary** explains the purpose of the new NNEST Caucus and provides information about the listserver. In the **Book Review** section, the Journal offers the readers two reviews. The first review is of Jack Richards (Ed.) book, "Teaching in Action: Case Studies from Second Language Classrooms" and the second by Nevin Siders, Editor of the MEXTESOL Newsletter, is of a review of a series of free pamphlets which is of general interest.

And as final a final piece of news, the MEXTESOL Journal web page is finally under construction. For the present it is being included as a link in the Language Department of the Universidad de las Américas-Puebla site. Later, we will have our own address so that you can enter immediately. If you would like to visit, type

[http://www.pue.udlap.mx/~lldl\\_www/lenguas/lenguas.html](http://www.pue.udlap.mx/~lldl_www/lenguas/lenguas.html)

and scroll down the page until you see the link to the MEXTESOL Journal. There will be many changes to the page during the next few months so enter and send me your comments and recommendations.

**The Editor**