

## From the Editor

This issue of the *Journal* offers you a variety of articles which, we hope, will lead you to reflect on various aspects of language and teaching. We have four articles, a book review, and, for the first time, a letter from a reader expressing her opinion about an article.

Our first article reviews existing techniques used to evaluate teachers. Most all teachers have gone through the evaluation process at some point in their careers and this article by M. Martha Lengeling of the University of Guanajuato offers a clear overview and critique of different techniques that are commonly used to evaluate teacher performance from class observation, peer observation, self-evaluation to student rating systems. The author concludes by exploring the idea of using portfolios (collections of various statistical measurements and documents related to a teacher's performance) to evaluate teachers more fairly.

Our second article critiques the use of portfolio assessment of students for academic classes. The author, Arlene Schrade from The University of Mississippi, describes her experiences using portfolios to evaluate students in her university level classes.

Moya Schultz-Palma, who used to work at the Universidad de las Américas-Puebla and who is now working free lance in the United States, offers us an article about anger and how it is expressed physiologically, linguistically and through body language. This interesting article should lead you to a closer examination of how anger is expressed both by English-speakers and Spanish-speakers.

Our final article offers us an introspective view of what goals language teachers should set for themselves and for their students. Beginning with a classical view of learning and continuing to a review of the theories of Krashen and other communicative theorists, Adalberto Morales García of the Universidad Autónoma de Chapingo discusses the Input hypothesis and how this relates to actual classroom experiences.

We also have a review of two book series based on content area learning and literature. Also, for all of you who have asked, note that we now have an ISSN number! (ISSN 1405-3470) We hope you enjoy this issue and we would like to hear from you. Write us, and let us know your opinions.

*The Editor*