

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

We have only begun to design the page and 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) .

Now, on to our present issue. The first article in the Research Issues section is a joint effort by two authors, Robert Baumgardner from Texas A & M University and Salvador Venegas Escobar from the Universidad de Monterrey. Their article discusses the use of English/Spanish cognates as pedagogical tools in the classroom. They argue that by using English borrowings as a form of scaffolding in their teaching materials, teachers can facilitate the acquisition of English morphological features of the language. Not only do they provide insight on how to do this, but they also give interesting examples.

The second article is also written by two authors, both of whom have previously published in the Journal. Dafne Gonzalez and Olga Carolina Lista from the Universidad Simón Bolívar in Venezuela. In their research based article, they discuss the effectiveness of using general interest essays of a literary nature with English for Science and Technology students in their university EFL reading classes. Their research involved the participation of 102 students in a descriptive study that took place at their university.

The next article is by Angeles Clemente from the Universidad Autónoma Benito Juárez de Oaxaca. Angeles through library research, provides summaries of various authors concerning learners' beliefs regarding autonomous learning. She then proceeds to point out how, even though at first glance the findings seem incompatible, there were many similarities.

The Professional Practice Issues section contains an article that will remind readers of the issue of a pedagogical issue of the 1970s: Humanistic Education. In her article, Louise Greathouse of the Universidad Autónoma de Puebla warns us that schools and curriculums may be reverting to the educational ideology of the pre-1960s concerned with producing "social products" that were educated but were unable to make sense of the world or of their lives. Humanistic education produces "whole learners" who are confident in themselves and their abilities but who, most importantly, care for others.

The Commentary Section contains two different responses concerning the article by Christopher Hall published in the Spring Issue. In his article, he compiled an extensive history of the Journal from 1994 until 1999. In fact, several changes that the readers will find in this issue are a result of that article. The two commentaries are from JoAnn Miller, the person who for 8 years was editor of the Journal, and Connie Johnson, the present editor. Remember when you are reading the comments that the MEXTESOL Journal welcomes remarks, criticisms or observations that its readers have about any of the articles published here or opinions you may have about current EFL/ESL topics.

To end this rather lengthy letter, I'd like to draw your attention to the two book reviews of two different books by the same author, Steven Pinker. It was by chance that the first review by Frank Farmer of the Universidad de Quintana Roo was sent to the Journal at the beginning of this year discussing Pinker's 1994 book, The Language Instinct. Then, during the month of March, another review was submitted by Diane Diamond discussing Pinker's 1997 book, How the Mind Works. It was decided to include both reviews together so readers can ponder both of these well-known works of Stephen Pinker who is widely read by those interested in language and the mind.

And to close, I would like to draw your attention to page 13 of this issue where readers will find a special call for submissions for a special issue that will be guest-edited by a member of the Journal's editorial board, Nancy Hayward. The topic will be "Issues in ESL and EFL Writing". If anyone would like to contribute, please send your manuscript directly to the guest editor whose address can be found on page thirteen. All the submissions will be automatically refereed.

Thank you and happy reading during your vacations

The Editor