

From the Editor

Besides including many interesting articles for all interests, this issue of the MEX-ESOL Journal has a number of firsts. You might have noticed some changes in formatting--the Journal is now being edited on a more professional word processing program. (Please forgive any errors you might find.) In this issue we are also *estrenando* a Teaching Tips columnist. Betty Phillips will now be writing our Teaching Tips Section under the new title: *Tidbits and Teaching Techniques for Tired Teachers*. Our next issue will also have a number of changes. We will have a new Book Review Editor, and our Associate Editor, our President Ulrich Schrader, will be leaving us. In his place we will have a new Associate Editor. We are still looking for someone interested in writing a regular humorous column about the perils and rewards of ELT teaching. If anyone is interested in joining us, please contact me through the MEXTESOL office for details.

Now, to our present issue. Our first article, by Patrick Smith of the Universidad de las Américas-Puebla deals with the subject of teacher bilingualism in the ESL classroom. He examines the value of being a bilingual teacher and how second language competency may distance the teacher from the students' learning process. He also suggests techniques that can help bilingual teachers relive their original learning experiences.

Our second article examines learning styles. Connie Rae Johnson, also from the Universidad de las Américas-Puebla, defines what learning styles are and then makes useful and realistic suggestions for activities directed at students with different learning styles.

In a follow-up article about teaching initial reading in bilingual elementary schools, Gloria Schon Liberberg from the Universidad Nacional Autónoma de México offers us some techniques that can be used to help young children with varying abilities in English learn to love to read.

Rosa Moraschi, from the Universidad de las Américas-Puebla, talks about organizing a teacher monitoring process that helps teacher find their own solutions to their teaching problems, using both group and individual techniques.

From far away Guam comes an article by Jacquelyn Milman which is another article in a series of articles dealing with simple research that teachers can do either before developing needed courses or to evaluate already existing ones. Although the article may not be rigorously statistical, the techniques described can help the inexperienced teacher organize research into whether a specific program is reaching its goals or not.

Our *Book Review* Section is the long-promised continuation of the review of two pronunciation textbooks and our new *Tidbits and Teaching Techniques for Tired Teachers* Section deals with the ever-present problem of Classroom Management.

You might have noticed that a large percentage of the articles in this issue come from the Universidad de las Américas-Puebla. This university has an exceedingly active faculty who regularly contribute to our *Journal*. Why don't you get your school or university represented in the *Journal*? How? Write an article. It isn't as hard as it might seem and our trained staff is quite willing to help the first time writer with any problems he/she might encounter. More than one new author has been guided as he/she develops ideas and gets them down on paper. So, write up that great technique that gives such good results with your students or some program you have developed or research you have carried out at your school. You don't even have to give us solutions, why don't you tell us your problems? Maybe someone reading about your problems might be able to give you a realistic solution. Participate. Make this *Journal* yours.

Also participate in our National and Regional Conventions. The *Call for Participation* for this year's *XXI National Convention* to be held in Ixtapa from October 13-16, 1994 is included at the end of the issue. Read the *Steps in Submitting a Proposal* carefully before sending in your abstracts.

We'll be waiting to hear from you!

The Editor