

From the Editor

Welcome to the Special Issue of MEXTESOL, dedicated to the theme of teacher education. It consists of 7 articles from people currently working in Mexico, the United Kingdom, the United States and Qatar.

Writing a manuscript for publication is not easy and I wish to acknowledge the hard work of all the people who sent in their articles. We had an overflow of articles and plan to use the other articles in another issue on methodology. Furthermore, I would like to personally thank all of the people who were part of the process of reviewing and editing the articles for this issue. Also included to this list of people is the Style Editor, Ezmerelda Kornmeyer. This was a group effort. Without their help I would not have been able to get to the end product, this issue. I would also like to thank JoAnn Miller and Uli Schrader for their guidance and patience. All of the above support is well appreciated.

The first article, *Protecting Teachers' Spouses*, by Mario Rinvolucris takes a humanistic look at a technique to help teachers ward off boredom and burn-out using mutual supervision, which is frequently used in neighboring professions.

More than concentrating on teaching skills, M.A. Clemente poses questions as to how teachers arrive at knowing when, how and to whom to make use of many of the teaching skills they have developed in order to view possible changes in teacher education programs in Mexico to increase awareness of teaching and what it involves.

G. St. John Scott discusses orienting lessons to the purpose of the learning instead of on discrete components of language in order that students can recall and use the skills learned at an appropriate time outside of their language-learning classroom.

Nancy Susan Keranen and Fatima Encinas Prudencio, both working in Puebla, investigate factors affecting professional development with regard to in-service teachers in a public university in Mexico. A focus on teacher opinions as well as stages and cycles in their professional lives lead to a discussion of communities of practice and their place in the teaching environment.

Nigel Cundale discusses the need to develop trainees' ability to analyze and understand the English language instead of focusing them on discrete aspects of the language when designing a teacher training course. He also uses his experiences as a teacher trainer with this case study.

Carol Lethaby looks at the rationale and problems of attempting to create a coherent teacher education course and suggests ways of using the syllabus document to create a course that displays an overall relationship between the objectives, content, and methodology used.

Last but not least, we have an article by Mariza G. Mendez Lopez from Quintana Roo. She explores the aspects of in-service teacher education with reference to the relevant literature in order to draw a proposal for the aspects to take into account when designing a course.

I hope you enjoy the articles in this special issue on teacher education. I would also like to invite the readers of MEXTESOL to send in possible manuscripts for publication in English or Spanish. If you have been a reader of the MEXTESOL, think of something that you can give back to your profession - a contribution of your ideas in a possible article. Also imagine how you would feel to see your name in print with your article.