

From the Editors

This is the second issue of the new Editorial team and Board of the MEXTESOL Journal. In this issue we include three articles which were originally intended for the Special Issue of the Journal on Self-access Centers.

Our first article, *The What, Why and How of Language Advising*, by Hayo Reinders, discusses how language advising can be used in self-directed learning, self-access centers or as a complement for classroom teaching. The author mentions how language advising is a support system to help meet the individual needs of a language learner. The article also focuses on the rationale behind language advising and practical procedures of how to implement language advising.

The next article, *Past, Present and Future of a Mexican Self-access Center: The Case of the SAC at UABJ*, is a critical narrative of the self-access center at the Universidad Autónoma de Benito Juárez Oaxaca written by a permanent professor and researcher of UABJO, Angeles Clemente, and a visiting professor and researcher, Joan Rubin. This article relates the history, problems and evolution of this university SAC. An analysis and insights of how SAC counseling training based upon Learner Self-management, a community of learners and a community of teachers are offered by both authors.

The next article, *Instructional Strategies for Using Problem-based Learning with English Language Learners*, is by Beverly J. Hearn from the University of Tennessee at Martin and Peggy F. Hopper from Mississippi State University. This article provides us with an overview of problem-based learning which was originally initiated in the medical profession and which now is gaining status in the ESL field. These authors provide us with the benefits of problem-based learning and two examples for beginning to advanced levels.

This issue also includes three other articles related to aspects of English Language Teaching in general.

The fourth article, *A Study of the Effect of a Writing Assessment System on Instruction*, is written by Ana Muñoz and Martha E. Álvarez Villa, both from the Universidad EAFIT in Colombia. This research article is concerned with the use of a Writing Assessment System in a private university with the hopes of providing changes within writing instruction. This article describes how the Writing Assessment System was implemented, how teacher training and portfolios were carried out, and lastly the positive results that the use of this system produced.

The last two articles are of potential interest for teacher trainers and administrators of Teacher Training Programs. In the fifth article, Patricia Cánovas describes the process a team of teachers at the CELE/UNAM went through in redesigning their Teacher Training Course. A detailed account of the background which motivated the redesign, the stages it went through, and its piloting and on-going evaluation is offered. The final article was written by Jane Mackler of the University of Quintana Roo at Chetumal. In her article, Mackler tells us the 'The Whys and Wherefores' of a Teaching Practice course in which students are 'immersed' in a classroom as a way of providing them with an inside, realistic view of what is required of a teacher.

As always, we hope that you will find these articles interesting and useful for you. Hopefully, you will also become inspired to submit an article recounting your classroom experiences or sharing your research work with the other 2,400 members of MEXTESOL. Please check out the guidelines for article submissions in this issue as well as on the webpage:

<http://www.Mextesol.org.mx/?modulo=main&id=16>.

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