

## In this Issue

This issue of *The ORTESOL Journal* honors Dr. Marjorie Terdal, who retired in 2001 after 15 years of service as professor in the Department of Applied Linguistics at Portland State University. Dr. Terdal's influence is reflected in the professional work of each of the contributors to this issue. These contributors represent a range of settings where TESOL education occurs, including university, teacher education, and English as a Foreign Language programs.

- John Armbrust shares highlights of an interview with Dr. Terdal that took place soon before her retirement in 2001. She reflected on her career in TESOL, telling how her early trepidation was transformed into excitement about teaching ESL, love of linguistics, and passion for classroom research. Her interview reveals values she imparted and modeled in and out of the classroom, including collaboration, focus on the learner, self-awareness, adaptability, attention to detail, and openness.
- In her article, Leslie Siebert reports the results of her study comparing the beliefs about language learning of learners and teachers in intensive English language programs in the U.S. Northwest. She examines significant differences, notes the influence of national origin and gender, and discusses classroom consequences. She explains how identifying and discussing their individual beliefs about language learning can benefit learners and teachers in language and teacher-training courses.
- In her article, Hilary Williams presents the results of her replication of an experiment to investigate vocabulary learning. She confirms that semantic sets—groups of words that have the same part of speech and closely related meanings—are the most time-consuming and frustrating to learn. She proposes principles of organization and teaching strategies to help textbook writers and teachers ease the vocabulary learning burden for language students.
- Caleb Prichard's teaching notes describe an 8-hour curriculum that leads language learners to become more active in conversation. He explains curriculum components, including (a) awareness training to help students recognize the characteristics and consequences of passivity in conversation and (b) activities to promote asking questions, elaborating and holding the floor, initiating topic moves, and taking turns.

- **In her teaching notes, Janet Cowal shows how insights from linguistic theories can inform language teaching. Using teaching of pronunciation to English language learners as an example, she explains how linguistic knowledge helps her choose priorities, analyze errors, develop teaching strategies, and augment textbooks. She concludes that knowledge of linguistic theory also boosts one's confidence as a language teacher and enhances one's understanding and appreciation of language and language learning.**