

In this Issue

This issue of *The ORTESOL Journal* contains articles that reflect the diverse interests of TESOL professionals. Integrating a focus on form into language teaching emerges as a theme throughout this issue. Contributors represent the range of settings where TESOL education occurs, including secondary education, university, and EFL programs.

- Yoritaka Tezuka investigated factors that affect whether Japanese learners of English render the complement of an English verb as a direct object or a prepositional phrase. In his article, he describes evidence that L1 interference, universal knowledge, lexical knowledge, and visualization of spatial relationships influence this choice. He concludes that grammar and lexicon are interconnected systems, and therefore a focus on grammar should be integrated into the teaching of English vocabulary.
- In her article, Choonkyong Kim reports the results of a study showing that English learners often overlook morphosyntactic clues (*ing* and *to*) when guessing the meanings of high-frequency polysemous words, such as *a coat* and *to coat*. She advocates raising learner awareness that many common words have multiple meanings and parts of speech as well as explicitly teaching learners to use morphosyntactic information to detect unfamiliar uses of familiar words.
- Mama Broekhoff's teaching notes describe "downshifting," a technique for improving paragraph development. She shows how to use a visual aid, Hayakawa's "Ladder of Abstraction," to help students learn to distinguish between general and specific. Examples of student writing illustrate how learners can apply downshifting to analyze and improve their paragraphs and essays.
- In their teaching notes, David Lasagabaster and Alex Kraukle advocate combining focus on meaning and focus on form by basing a series of activities on an oral text, a dictogloss. Using a humorous radio sketch as an example, they explain how to select a suitable text and carry out the dictogloss. They then suggest numerous techniques for raising students' awareness of language forms in four dimensions of communicative competence.
- Alice Chan's teaching notes present an algorithmic approach, inspired by studies in consciousness raising and form-focused instruction, that helps students correct persistent errors. To encourage educators to adopt this approach, she models its four steps—helping students notice the problem, guiding them to discover correct use, introducing explicit rules, and giving reinforcement exercises—focusing on the use of the preposition *until* as an example.
- In her review, Yuki Kanai recommends the *Cambridge Dictionary of American English* for beginning- and intermediate-level English learners and for their teachers. She appreciates how well this dictionary serves its target audience with insights into the intuitive knowledge of native speakers, as well as through its clarity and its CD-ROM. Although its unique system of classifying headwords may initially confuse users, she believes it ultimately contributes to clarity.
- Tamara Smith's review encourages teachers to consider *Seeing the Big Picture: Exploring American Cultures on Film* for advanced level ESL classes. She praises the richness and insightfulness of the readings and the abundance of ideas for activities and projects. She suggests strategies for supplementing the book to incorporate a more intentional focus on developing language skills.