

In This Issue

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ORTESOL Journal *Editors*

We welcome your readership and support this year as we present the ORTESOL Journal's 30th volume. We feel confident that all readers will find something that appeals to their current teaching and/or research interests this year.

Jan Underwood, a Portland Community College Spanish teacher, kicks off this issue with an observational analysis of her experiences in an intensive yearlong German course. She reminds us of the issues our students face in learning a new language and offers insights on how language learning must go beyond what is assigned.

Our first feature article comes from Jaci Mull and Susan Conrad and addresses the use of concordancers in error correction of grammar. In a small case study, Mull and Conrad introduce four intermediate ESL students a corpus and concordancer. They then supply the participants with grammatical errors in need of correction. The results provide a thoughtful analysis of how students use and interact with corpus technology.

We then move to Kathryn Ciechanowski's study in a bilingual elementary school. She spends a year observing two classes and interviewing teachers to see how the context of social justice was used to teach English. She explores the "messiness" of such layered teaching and emphasizes the need to consider the many different social worlds in which students live.

In Catherine Johnston's feature, we hear from the front lines of teaching in adult education. Adult ELLs with low to no literacy

are becoming more the norm than the exception in classrooms. Johnston addresses the teachers' struggles to learn use students' educational histories to inform their teaching while students struggle to work within an educational system that assumes a certain level of literacy.

Our final feature article from Feifei Han explains the difficulties Chinese ELL's will have with English pronunciation. She offers specific segmental and suprasegmental challenges that teachers can expect to see in the classroom.

Finally, we turn our attention to shorter Teaching Notes from experienced teachers currently in the field. Melinda Sayavedra reminds us how important it is to respond respectfully to student writing in order to be effective. Beth Sheppard explains an AWL vocabulary project she created in order to better prepare her IEP Oral Skills students for listening practice. We then shift our attention to Brendan DeCoster and the Screencast as a technological teaching complement to in-person teaching. Finally, we close this issue with a review of an online tool creator called Sharendipity. Ibtesam Hussein and Maysoun Ali explain the benefits of using such free online tools to enhance student learning.

Please email or write the Editors for more information regarding the articles available in this volume or publishing in the journal. We also encourage you to consider writing and submitting to the ORTESOL Journal. Please see the guidelines on this issue's back page or visit the ORTESOL website.