

In This Issue

Deborah Healey & Tom Delaney
ORTESOL Journal *Editors*

With this issue, we welcome Tom Delaney as co-Editor with many thanks to Byrne Brewerton for serving in that position previously. This issue of *ORTESOL Journal* covers a range of topics including teacher education, using online tools, and nuts and bolts teaching tips. We start off with Carmen Caceda's study of the beliefs of preservice ESOL teachers. The study is encouraging because, although some teacher candidates were found to hold incorrect beliefs about the characteristics of their future ELL students, Caceda found that these future teachers' beliefs became both more accurate and more positive after training.

Similarly, Karen Timmermans and EunJoo Catherine Kim's account of how they re-evaluated and revised elements of the ESOL teacher training curriculum at their institution, Pacific University, inspires confidence in the training ESOL teachers receive in Oregon. With teacher educators like Timmermans, Kim, and Caceda dedicating themselves to thoroughly preparing the next generation of teachers, Oregon will be in a better position to meet the needs of the growing population of students whose first language is not English.

Aysegul Dalogu and Kemal Cem Duzan describe a study of vocabulary retention when students use cooperative learning. What makes this most interesting is the use of a technique for scoring that gives points to the group based on the improvement of individual group members.

In her article, EunJoo Catherine Kim describes how enhancing target features of a text can lead to improved grammar learning. The article not only provides an overview of the research in this interesting area, but also gives

practical examples of how to implement input enhancement techniques.

We have four teaching notes as well. Maya Moore describes how she uses a TV sit-com to both entertain and educate her students. Moore reports that using this type of authentic video is especially appealing to her students who have been in the U.S. for some time already and for whom typical ESL videos miss the target.

Marianne Stipe and Lora Yasen discuss how they use the online survey tool *SurveyMonkey.com* as a part of a research project. Students design their own survey questions, collect data, and then interpret and present their results. The article provides readers with an example and helpful hints of how they, too, could carry out a similar project in their own classes.

JoAnn Elizabeth Siebert explains how she uses warm up dialogues with her classes. Not only do these dialogues sound like a fun way to activate students' interest and motivation, they also provide an interactive way for students to practice pronunciation and new language.

Research and writing are often left to advanced classes. In our final teaching note, Diane Tehrani describes how she successfully guides lower level ESL students through the process of using the library, researching a topic, and writing a report. The interactive process carefully scaffolds the students' work, ensuring that the students enjoy the process while they develop their skills.

We encourage you to consider writing for *ORTESOL Journal*. Please see the guidelines on the back page and the ORTESOL website. Feel free to contact the Editors with questions.