

# In This Issue

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Once again we are happy to return with another edition of the ORTESOL Journal. This issue presents a variety of voices and a range of ideas for all teachers with a special emphasis on professional development for teachers.

Melinda Sayavedra of Oregon State University and Western Oregon University begins this issue with an in-depth look at the significance and best practices in teacher evaluations. She offers insight into the evaluation process for both teachers and evaluators and details the necessity of transparency throughout the evaluative process.

Our second feature article comes from Kenneth Kelch and Miralynn Malupa-Kim, Alliant International University, and dovetails nicely with the previous piece. Kelch and Malupa-Kim examine the versatility of using case studies to support professional development and enhance teacher education. In the article, they explain how borrowing the case study from its traditional homes such as business and law, we can broaden the conversations around teaching to include the problems and solutions that new and old teachers have before they encounter such problems in the classroom.

We then move to a topic that continues to lose out in the battle for class time — pragmatic instruction. Anna Krulatz of Norway's Sør-Trøndelag University College explains how to incorporate pragmatics into Content Based Instruction. Using her own pre-service EFL teachers Krulatz offers easy, but effective suggestions for opening the door to pragmatics through traditional skills instruction.

In Belinda Young-Davy's, University of Oregon, feature, we hear about some approaches to contextualizing while explicitly enhancing vocabulary learning. Young-Davy explains that the research is quite clear in regards to the need of focused vocabulary instruction, but explains how many teachers still feel at a loss in terms of how to approach the topic. She shares several techniques that focus on vocabulary use as well as meaning, form, and collocations.

Our final feature from Danielle Reynolds-Young and Sally Hood examines how one elementary school classroom balances the content focus of the course with the language needs of the students.

In our Teaching Notes section we find that this edition's tips further build on the feature articles presented. University of Oregon's Laura Holland's article walks us through an evaluative process that is supportive and beneficial to both evaluator and evaluatee. Isaac Gaines shares his strategies for using in-class tutors and language practice to support language use outside of the classroom. Finally, we end with another model for vocabulary instruction. Suda Shaman of Washington State University introduces ESL/EFL teachers to the Picture Word Inductive Model, which has been used in Language Arts classrooms for years.

Please email the Editors for more information regarding the articles available in this volume. 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.