

FROM THE EDITORS

Learning typically requires repetition. As language educators, we have seen this truth time and again. As professionals seeking to grow and develop, we can also recognize its truth. We suggest that whether reading this *Journal* edition on a phone, on a computer, on an e-reader, or on printed-out pages, it may be worthwhile to take note of at least one interesting thing you've read, and set up a way to have a second encounter with the information: Email that line to yourself; mention it to a co-worker in the hallway; write it down on a slip of paper that you'll find again at the end of the day; bring it up in a staff meeting or with your walking partner – build in some form of repetition. Professional development (learning) typically requires repetition.

In the first article of this year's volume, Douglas Paul Margolis explores the topic of oral error feedback, based on classroom observations made during his Ph.D. research. While it is clear that students want and expect feedback on oral errors, the literature is not consistent on which feedback methods are most effective. To help teachers make the decision of how to handle oral error feedback, Margolis begins his article by discussing four examples. The author then suggests a framework for helping teachers evaluate and respond to oral errors.

In the second article, we learn that nearly half of Adult Basic Education (ABE) learners in Minnesota enroll in English as a Second Language (ESL) classes, but until recently little was known about the background and training of the teachers who work with ESL students in ABE programs. Reporting on a survey of ABE teachers in Minnesota, Kim Johnson, Kelly Marchwick, and Astrid Liden describe ABE/ESL practitioners' educational backgrounds, work environments, classroom challenges, and professional development needs as a step towards designing and delivering pertinent and meaningful professional development to this workforce.

Next, Deirdre Bird Kramer, Cynthia Lundgren, and Ann Sax Mabbott report on a method of using Bloom's Taxonomy to help explain to colleagues the importance of discussing academic language functions and language objectives. K-12 ELL educators should find this report particularly useful as a tool to help shape their discussions and presentations with colleagues in other disciplines. This is a timely topic that you may want to think twice about as you help your students understand the "bricks and mortar" of language.

The books reviewed are similarly worth a second thought. In her review of the textbook *Four Point: Listening-Speaking 2, Advanced* Kristin Kline Liu summarizes both the content and the strengths of this advanced level, college preparatory text, while Anneliese Cannon gives an appraisal of *Inside: Language, Literacy and Content*, part of an extensive, comprehensive reading series for grades 4-8.

Miranda Schornack reviews *Literacy and Second Language Oracy*, a book which focuses on an under-researched group of English language learners: adults with low literacy skills in their L1. Marta Ljungkull and Sadaf Rauf examine *Meeting the Needs of Students with Limited or Interrupted Schooling: A Guidebook for Educators*, a reference book for K-12 teachers who may lack sufficient experience with immigrant or refugee students with limited or interrupted formal education.

In their review of *English L2 Reading: Getting to the Bottom*, Amy Frederick and Paul Kroshus examine a text that considers bottom-up approaches to teaching L2 reading and how they can be incorporated into the classroom. Susan Ranney reviews and compares two books focused on teaching 'academic English,' *Building Academic Language* by Jeff Zwiers and *Academic Language for English Language Learners and Struggling Readers* by Yvonne Freeman and David Freeman. The topic is getting more and more attention, especially in K-12 ELL classrooms. These books could be a place to continue reading on the issues introduced in the Kramer, Lundgren, and Mabbott article above.

Finally, Peter De Costa takes a look at *Exploring Learner Language*, co-authored by Elaine Tarone and Bonnie Swierzbin, one of the co-editors of the *Journal*. This is an introductory second language acquisition textbook that merges theory and practice, including hands-on practice with language analysis using case studies.

We hope that you enjoy this issue of the *MinneWITESOL Journal*, and invite you to consider submitting something for next year's volume. We are glad for your submissions, your comments as readers, and the support of our institutions as we put the Journal together.

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