

INTRODUCTION

The 2009 volume of the *MinneWITESOL Journal* brings a welcome addition to the editorial staff. Continuing editors Mike Anderson and Bonnie Swierzbin are very pleased to have Gail Ibele and Andrea Poulos of the University of Wisconsin at Madison join them as co-editors. Welcome, Gail and Andrea!

ARTICLES

The first section of Volume 26 includes articles that explore a variety of issues related to teaching ESL.

In the opening article, Tina Scott Edstam and Constance L. Walker explore a model of ongoing collaborative professional development among ESL and other mainstream teachers. Using the example of one school district, they explain how this model may be more effective than common one-time in-service trainings, and explore the factors crucial to creating successful in-service professional development.

A weakness in the area of TESOL research seems to be that the majority of studies have been carried out on well-educated participants. One example is the research that has been done on the effectiveness of explicit instruction in request-making. In her article on metapragmatic requesting instruction, Emily Suh reviews the research that has been done in this area, and goes on to describe her pilot study done in an adult basic education/ESOL setting.

In the third article in this volume, Janelle Fischler describes a study that investigates the effectiveness of teaching English word and sentence stress patterns to high school students through the recitation of rap music. In addition to a perceptible improvement in the pronunciation of most of the study participants, she recounts how the students gained metacognitive skills regarding word and sentence stress production.

REPORTS

In the second section of this volume, Karen Lybeck reports the results of a survey of in-service ESL teachers regarding their pre-service preparation and their current teaching practices. The purpose of this article is to share insights with teacher trainers on how to strengthen the connection between pre-service training and continuing professional development.

In the second report, Jennifer Ouellette-Schramm introduces the reader to the terms and ideas of adult stage theories, that is, theories involving the notion that adults may continue to psychologically develop in identifiable stages. She reports on possible applications in the field of adult basic education/ESOL.

REVIEWS

The third section of the *Journal* includes reviews of books for mainstream teachers with ELLs in their classes, ESL textbooks, and a multimedia tool.

Based on her many years of experience in education and professional development, Ann Mabbott reviews several textbooks that our readers can recommend to their mainstream teacher colleagues with ELLs in their classrooms. Her review compares *Adding English: A Guide to Teaching in Multilingual Classrooms*, *Making Content Instruction Comprehensible*

for English Learners: The SIOP Model, and Classroom Instruction That Works for English Language Learners.

Kristine Ranweiler examines *Edge: Reading, Writing & Language Level A*, an ESL language arts textbook for high school students with an intermediate reading level; Katie Subra reviews *Present Yourself 1: Experiences*, a text designed to help low-intermediate young adult ELLs to prepare and deliver speeches in American English; and Julie Sivula Reiter reviews *Well Read 4: Skills and Strategies for Reading*, which is designed for high school or college-age students whose English reading proficiency is at a high-intermediate or low-advanced level.

The section finishes with a review by Steven Ahola of *Voice Thread*, a web-based multimedia slide show that may include text, audio, and video files.

There will not be a special topic for Volume 27 of the *Journal*, but we hope that readers will continue to submit their work on various issues related to teaching ESL, with special encouragement to submit grammar usage studies, which have appeared in the *Journal* in the past, but have been fewer in number in recent years. We welcome your explorations into the realms of American English grammar which remain uncharted.

We thank all of those involved in the process of creating this volume of the *MinneWITESOL Journal*, particularly the authors and the Editorial Advisory Board. We also thank Hamline University, the University of Minnesota, and University of Wisconsin for their support of the editorial process.

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