

2017

From the Editor

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Recommended Citation

Fregeau, Laureen (2017) "From the Editor," *ECTESOL Review*. Vol. 1: No. 1, Article 1.

Available at: https://jagworks.southalabama.edu/ectesol_review/vol1/iss1/1

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Editor's Comments

Laureen Fregeau

We begin our first issue with a study by Bazo examining Teacher Talk Time (TTT) and Student Talk Time (STT) in intensive English classes at a southern university. Bazo's study demonstrates that participating ESL instructors were oriented more towards TTT practices while teaching their regular lessons. The study has helped participant ESL instructors become more aware of the behaviors that are conducive to both increased TTT and increased STT practices in their classes. This, in turn, can lead to improved teaching practices, which will benefit ESL students from enhanced instruction.

The article by Bitrus-Ojiambo, Wayumba Mwaura, Lutivini Majanja looks at English in the context of Kenyan higher education. The study assesses English language use in a Kenyan institution of higher education, identifies emergent linguistic patterns, and suggests some solutions to observed gaps between emergent patterns of English use vis-à-vis Standard British English (BSE).

Johnson's essay reiterates what many ESOL professionals have long contended and that many have discussed: that preservice and in-service teachers continue to be inadequately prepared to work with English Learners. The article makes an eloquent plea for this situation to be remedied and offers suggestions to adequately prepare teachers.

Melius uses Mezirow's (1996) transformative learning theory and Barker's (1981) neo-racism theory to examine Saudi students experiences integrating into U.S. higher education. In her study Melius found that Saudi students contended with serious issues of stereotyping that affected their adjustment to American culture. She suggests approaches to improve adjustment to institutions of higher education.

Rodriguez, Fregeau, Moskal and Leier examine the role of cueing systems in EL literacy. Based on a case study of an EL and his teacher, this article explains types of cueing systems, how they are employed by ELs in decoding text and how knowledge of these systems can enhance success for teachers of ELs.

Our final article outlines a practicum design based on Bazo's study of Teacher Talk Time (TTT) vs. Student Talk Time (STT) in IEP classes. The practicum can be employed in any level ESOL or EFL program to improve the balance of STT and TTT and move towards a communicative approach in the classroom.
