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From the Editor

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Editor's Comments

We begin the second edition of *ECTESOL Review* with an examination of how Response To Intervention can be employed to improve academic support for ELs in K-12 settings. In *The Use of Response to Intervention with English Learners* **Anne Burnley** explains that RTI can assist teachers in adjusting instruction to support ELs in acquiring English and content-area knowledge and learning behaviors. The use of RTIs with ELs can supplement support for ELs as an integrated concept of the sheltered instruction (SI) commonly provided for this student population.

Our second article looks at the subtle but important differences between Taiwanese and Mainland Chinese cultures. Using data gathered through cultural immersion experiences, interviews with cultural consultants and literature research authors **Phillip Ward** and **Michelle Loo** create a mini-workshop that can be used to inform education professionals about cultural differences.

In our third article **Laureen Fregeau, Ukaiko Bitrus-Ojiambo, Suhana Chikatla** and **William Cornejo** continue their exploration of international videoconferencing with a study of how reciprocal service learning offers ELs in non-English-speaking countries opportunities for discourse with native English speakers, how exposure to different world Englishes open cross-cultural understanding and how unequal power in collaborations between the Global North and South can become more equitable through applications of critical theory to project design.

Seunghui (Ellie) Lee, author of our fourth article explores reasons behind challenges Korean ELs encounter in learning past and present tenses in English. Through a comparison of the Korean and English, she illustrates how these tenses are used differently in each language and how these differences may lead to negative transfer and the difficulties Koreans encounter using the tenses correctly in English.

Teaching decoding and spelling skills to Spanish-speaking ELs can be a challenge. In our final article author **Timothy Rodriguez** explains how understanding the differences between Spanish and English can prove useful. Rodriguez explains how strategies utilizing cognates and having ELs work closely with words through word sorts and making words support ELs in their efforts to navigate the sound-letter relationships of English work: