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## From the Editor

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## **Editor's Comments**

We begin the third edition of *ECTESOL Review* with an examination of Context-Embedded Language Translation in the EL Classroom. **Timothy Rodriuez** explains that the use of first language (L1) in the ESOL classroom can be controversial as can be the use of translation. The author points out that while concurrent translation may be cognitively-undemanding and context-reduced, purposeful translation should be cognitively-demanding and context-embedded.

In our second article **Karen Velyan** looks at “syntactic accidents” in spontaneous speech of L2 English speakers in Armenia. His study presents a comparative analysis of syntax in the speech of low socioeconomic status speakers of English and Armenian. His findings indicate that a variety of syntactic accidents, such as *maxi-accidents*, *mini-accidents* and *micro-accidents* that come up in spontaneous speech. The cross-linguistic analysis summarizes divergences and convergences of the functional features of syntactic accidents in English and Armenian.

Our third article by **Laureen Fregeau and Robert Leier** examines ESOL Family Literacy programs designed to enhance the academic success of Latin American adult and child immigrants. Their study assumes that a student-directed design process assists in ideal program planning for the participating ELs, their families and their community. Students identified areas of design importance including site locations, time and frequency of class scheduling, curricular design, instructional materials, instructor training and program evaluation) that can determine successful family literacy programs.

**Josiah Chan**, author of our fourth article explores how Heritage Language maintenance provides benefits in academic achievement, language acquisition, and career opportunity. Intangibly, it enhances the learner's self-esteem and cultural identity. This thesis is illustrated in the author's case of the Mandarin Chinese learning experience of three children who were born in the United States of a Cantonese-speaking migrant family from Hong Kong. Learning was complicated by the dual dialect experience.

In our fifth article author **Lucia Şchiopu** explains examines a reflective approach in the teaching of culture in the EFL classroom. Şchiopu explains how in this approach meaning is constructed that is shaped by the quality and depth of cultural sensitivity and awareness, and, how it is necessary to establish the cultural parameters between the learner's culture and the target culture.

Our final article is a book review of Prism Intro Student's Book with Online Workbook Listening and Speaking, and Reading and Writing by Sabina Ostrowska, Kate Adams, Wendy Asplin, and Christina Cavage, Cambridge University Press, 2017, by **Robert Leier and Laureen Fregeau**. The authors outline how Prisms is based on American English along with international and American topics to teach reading, writing, listening and speaking in English. In addition, videos and American college life sections keep student interest.