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Editor's Note

Tapestry Staff

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Editors' Note

It is our pleasure to release the Winter 2012 issue of *The Tapestry Journal*. The articles contained within this issue focus on three key issues within the field of English language teaching: the over referral of English learners (ELs) to special education services, innovative approaches to engaging ELs in the target language, and technology in the language classroom. It is our hope that the articles within this issue will encourage teachers to think outside of the box and implement new ideas and techniques to enrich and enliven the education of ELs.

In the opening article, titled “*Preparing Preservice Teachers to Address the Disproportionality of ELLs in Exceptional Education Programs*”, **Leah J. Lerma** and **Martha Lue Stewart** discuss the continued disproportionate representation of English learners in special education programs. Within the article, the authors detail how teacher beliefs, cultural bias, lack of culturally responsive professional development opportunities, and assessments contribute to the misidentification of ELs as needing special education services. The authors conclude with suggestions and research for preservice teachers that offer solutions to this ongoing issue.

The second article, “*Dramatic Differences: The Power of Playbuilding for Young English Language Learners*”, **Jamie Simpson-Steele** and **Daniel A. Kelin** report the findings from their qualitative study investigating the benefits of a drama-based project designed to build young English learners’ confidence in the target language. The authors focus on one particular participant who underwent a positive transformation as a result of the program. In addition to presenting the outcomes of the study, the authors share how the use of drama to support confidence in a second language offers possibilities for learner engagement, interest, and collaboration.

The Tapestry Journal’s editors close the issue with an interview of **James May**, winner of 2011-2012 Carnegie Foundation Florida Professor of the Year award for his dedication to embedding technological teaching and learning tools within the English for Academic Purposes classroom. In the interview, Dr. May details the important role technology plays in engaging all learners with linguistic and academic content. He offers suggestions for incorporating various web tools and mobile phone applications that can help English learners access and interact with content.

We hope that that the material within this issue will spur teachers and learners to explore various innovations and new ideas to help support English language development inside and outside the classroom. We also invite readers to submit manuscripts and share the contents of the journal with colleagues who share an interest in the educational success of ELs.