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Many of our readers may be unaware that *The CATESOL Journal* began publication in 1988, the outgrowth of a series of *CATESOL Occasional Papers* that the organization published as a service to its membership. Since its first issue, the journal has undergone numerous changes: in editorship, in the constituency of its Editorial Advisory Board, and in its content and perspective. Readers of this issue will immediately be struck by the latest changes in the journal—its colorful and attractive new cover, the larger format, and the new interior design. These innovations are the work of Professor Arnold Holland of California State University, Fullerton, who redesigned the journal to reflect the dynamic nature of our organization. As editors, we believe that the journal's appearance now truly reflects the creativity and innovation found within its covers. We owe many thanks to Jan Eyring, our CATESOL Publications Committee Chair, for her coordination skills that enabled this new design to be realized.

As we announced in the 11.1 (1999) issue, we have recently added a new Theme section to the journal. This guest-edited section contains solicited articles on a topic of special relevance to the CATESOL membership. This issue's Theme section, ably edited by Piper McNulty and Lois Locci, addresses the important juncture of TESOL and intercultural communication. We are indebted to Piper and Lois for assembling an outstanding array of articles. Looking ahead toward the next two volumes of the journal, we will be featuring Theme sections on non-native language educators (guest edited by Lía Kamhi-Stein) and Generation 1.5 students (guest edited by Pat Porter, Sugie Goen, and Deborah Van Dommelen). Initial feedback from readers on this new hybrid format, which has allowed us to publish a broader spectrum of articles within one volume, has been extremely positive. We look forward to continuing this innovation and bringing our readership a wealth of information focused on one topic in each new issue of the journal.

The Articles section of this 12.1 (2000) issue opens with Rod Case discussing the application of project work to research writing in the middle school context. This is followed by articles on the learning style preferences of secondary English learners (Park) and on the design and implementation of short-term, content-rich programs in an intensive English program (Hafernik).

The next section of the journal contains the Theme Articles. The introductory article by the guest editors (McNulty & Locci) is followed by a rich array of articles on the need for intercultural communication in our field. These include discussions of a crosscultural framework for the English as a Second Language classroom (Callis Buckley); the concepts of individualism-collectivism and power distance along with application to classroom teaching (Nelson); the culture clash that can occur between Russian students in the ESL classroom and their teachers or peers (Smith); the concept of the “other” and its relevance to our understanding of intercultural communication competence (Yep); the need for an increased focus on intercultural communication in CLAD teacher credential programs (Díaz-Rico); and finally the ways in which individuals in multilingual classrooms negotiate their intercultural identities (Cummins).

In the CATESOL Exchange section, Pash and Mullane discuss the experiences and coping strategies of novice teaching assistants in a matriculated, university-level ESL program. This piece is followed by Vanniarajan’s proposal for an opinion survey of outgoing MATESOL students and Wilson’s discussion of change motivated by changing populations in a non-credit community college program.

Our final section, Review, is edited by Fred Marshall, who has compiled reviews of several ESL texts (Daniels-Swarm, Martínez Reol, Page, and Lee) along with reviews of teacher resource texts (Roberts and Myers). We sincerely thank Fred for his service to the journal as Book Review Editor for the last two issues. Linda Jensen has agreed to take over these duties for the upcoming issue of the journal.

With all the changes in format and design, this year has been a turbulent and challenging one for us as journal editors. Although the work has been exciting, we look forward to more stability as we move ahead with our work on the journal’s next issue. We sincerely hope that you, our readers, enjoy the changes in design and format and find the journal to be a valuable resource.

Donna Brinton
Co-editor

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