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ESL professionals are accustomed to thinking about language not simply as discrete units but as complex, socially and psychologically created acts of communication embedded in a web of contextual features. We no longer believe that our students can become fluent users of English by practicing linguistic forms outside of a meaningful context. Indeed, many of us spend a great deal of time and energy designing instruction to reflect this broader conception of the teaching and learning of language.

Similarly, teaching is itself embedded in the world beyond the classroom, which, with all its details, gives the act of teaching its meaning. This volume of *The CATESOL Journal* focuses our attention on the wider context surrounding teaching. Drawing on their experiences as TESOL professionals in language classrooms, the contributors explore a variety of factors which propel their thinking about teaching and learning beyond the traditional boundaries of the ESL classroom and which impinge on and shape what goes on in the classroom. They examine such influences on classrooms as: community values, expectations, and resources; relationships and interactions among colleagues; limits and protections of the legal system; institutional structures (explicit and implicit); colleagues' attitudes, assumptions, and expectations; and teachers' perceptions of their roles with students, and colleagues, and within institutions and surrounding communities.

- Tim Beard explores learning beyond the classroom through connections with the community.
- Lynn Goldstein, Cherry Campbell, and Martha Clark Cummings explore issues of status and control in adjunct models of instruction.
- Kate Kinsella presents a model for developing communities of teacher-scholars through peer coaching that derives from reconceptualizing both staff development and preservice preparation of language teachers.

- Peter Roos delineates the rights of language minority students' parents.
- Katharine Davies Samway describes the challenges of implementing one's own ideas of teaching and learning within the constraints of university settings.
- Marguerite Ann Snow describes the attitudinal challenges of collaborating across disciplines in a university setting where content-area faculty require assistance in dealing with the instructional demands of teaching second language students.
- Lauren Vanett and Lois Facer discuss the relationship between traditional, transitional, and high-performance organizations and workplace ESL teachers.

In addition, book reviews provide a variety of resources for teachers who are dealing with the changing context of language teaching. Our reviewers have examined books that explore the changing workplace, social pressure, and racial biases affecting immigrants and language planning policies.

This thought-provoking sampling of teachers' insights and experiences reminds us that the boundaries between our classrooms and the world of which they are a part are not as real or as clearly drawn as we usually think.

Anne M. Katz and Tamara Lucas
Guest Editors