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This issue of *The CATESOL Journal* features articles, exchange ideas and reviews that explore two important issues: learner-based instruction, that is, language instruction that responds to the needs of the learner and the integration of language skills.

Marianne Celce-Murcia explores a number of models of instruction that can be called "content-based." Researchers and instructors using such models work toward integrating language learning with the necessary content learners must acquire to meet their life goals, such as successful school or college preparation in content areas. Helen Kallenbach, applying Maslow's hierarchy of needs, examines the expectations foreign students bring with them to their language classes. Johnnie Johnson Hafernik approaches the question of topics for student writing by asking the question "What topics do students prefer to write on?"

Donald and Yvonne Freeman show how many current assumptions about how learners acquire language actually make learning more difficult. They then call for an integrated approach, the Whole Language approach, that facilitates language learning in the classroom. This theme of integration is picked up again in Stephen Kucer and Cecilia Silva's review of the new California Language Arts Framework and David Freeman's review of two texts on Whole Language. Using an ethnographic approach to writing, Raymond Devenney demonstrates how learners can explore and build on their own life experiences in their writing. This approach calls for both attention to learner needs and an integration of reading, writing, and talking.

Katharine Samway, Lucinda Alvarez and Frances Morales extend the theme of learners' control over their own learning to teacher training by describing a collaborative approach to staff development in which they were all involved.

These full articles are complemented by CATESOL Exchange accounts of sexist language (Kendall), workplace culture (McCarthy), personality types and the composition instructor (Klasewitz), integrating skills in reading (Spaventa), and activities for teaching persuasive writing (Devenney).

Finally, in this issue we have begun a new section, "Book Bytes," which provides brief reports on recently published texts.

Dorothy Messerschmitt
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Editors