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We are pleased to present to you the Fall 2007 edition of *The CATESOL Journal*.

We open this edition of *The CATESOL Journal* with an article by Lisa Mikesell. The CATESOL Higher Education Interest Section and CATESOL board members selected this article as the winning submission to the 2007 CATESOL Graduate Student Research Contest. We congratulate Lisa on her work and we encourage all graduate students in TESOL, Applied Linguistics, Education, and related fields to submit research projects to this CATESOL competition at some time during their graduate careers. Information about this competition (and about other CATESOL awards for ESL students and their teachers) is available on the CATESOL Web site at www.catesol.org.

The theme for this issue is *discourse-based grammar instruction*. Our guest editor, Stefan Frazier of San José State University, notes that

the last 20 or so years have seen a reform of ESL/EFL grammar instruction methods, one that is broadly referred to as “discourse-based.” Partly complementarily to, and partly in reaction to, the rise to prominence of the process approach to writing instruction (second-language and first-language), grammar pedagogy began to be seen as an integral part of that process.

To address readers’ interests in the grammar part of the writing process, Stefan invited scholars to contribute articles of theory, research, and pedagogy—pieces that will introduce readers to ongoing discussions from a discourse-based perspective. We thank Stefan for his work in assembling and editing the theme section.

After the theme section, we present our feature articles and CATESOL Exchanges. As always, our editorial board has carefully reviewed submissions on a wide range of topics and selected the best articles for publication. Submissions are reviewed blindly (i.e., anonymously) and most submissions go through several rounds of revision before editorial board members deem them “ready for publication.” We thank the editorial board members for their exhaustive work in reviewing submissions and assisting authors as the articles go through the arduous revision and editing process. *The CATESOL Journal* is conceived as a “mentoring journal.” While we accept many highly polished

articles from well-experienced scholars, our editorial board especially enjoys working with less experienced, unpublished scholars in California, Nevada, and other states. *The CATESOL Journal* aims to provide support and guidance to scholars at all stages of their careers.

We conclude this edition of *The CATESOL Journal* with a selection of book reviews selected by our new book review editor, Rosamina Lowi. We welcome Rosamina aboard!

Finally, we thank our authors, who have worked hard to bring you the articles that you have before you today. We hope that you will enjoy each article and appreciate their efforts.

Mark Roberge and Margi Wald
Co-Editors