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The 1991 issue of *The CATESOL Journal* brings together research, experience, and methodology in a variety of different educational settings and for a variety of purposes.

The teaching of writing, especially at the college level, remains a major interest of both journal contributors and their readers. Kuhlman discusses a method for identifying writing development in bilingual children, while Lucas reports on research on journal writing in a college-level class, showing that individual experience with writing is as, if not more, influential on writing than is cultural background. The reviews (Ching, Shih, Murray, and Kuhlman) take up the theme of writing, including the importance of grammar in writing instruction. We also offer excerpts from an annotated bibliography of ESL writing research (Schecter and Harklau).

A second theme is the issue of providing ESL students with access to college-level classes. Gearhart examines the problems students face trying to decipher unedited informational material on community college campuses, and provides solutions, such as adapting written materials. Rodriguez discusses another important issue facing both ESL instructors and ESL students on community college campuses—how equivalent are their community college writing classes to those required in four-year colleges? Rodriguez also provides solutions, including a rigorously designed and integrated series of composition classes.

Three other contributions focus on the learner. Devenney reports a successful program for teaching American culture and values to a group of Hungarian ESL teachers, while Miller discusses the barriers that impede the success of Mexican-American children in our public schools. Phillips reports research on the relationship between learners' strategies and their language proficiency. The review by Messerschmitt continues this theme by looking at a text on language aptitude. And, finally, we once again offer a report (Brinton and Snow) on the California State University English for Academic Purposes Association because we feel that many of the issues addressed in the report are those faced by all ESL professionals.

As editors, we welcome the opportunity to provide the CATESOL membership with such a fine collection of interesting information. And, we encourage members to continue contributing their research, ideas, and practices to the journal.

Dorothy Messerschmitt and Denise Murray
Editors