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As you know, teachers' professional lives are full of unexpected twists and turns. Many months ago, we—Kate Kinsella and Mark Morgan Roberge—submitted articles to *The CATESOL Journal* for a proposed theme section on Generation 1.5 immigrant ESL students. Little did we know that in subsequent months, the editorship position would open up, we would apply for the position, and we would get the job—just in time to become editors of the very issue for which we had submitted our articles!

We are excited to have an opportunity to serve the CATESOL organization in this way. Our outgoing editors, Robby Ching, and Donna Brinton, put in many years of hard work turning this *good* journal into a *great* journal. Robby and Donna spent countless hours soliciting articles, mentoring new authors, guiding authors through the long and sometimes arduous revision process, and managing the entire production process, including copyediting, layout, proofing, and printing, and final distribution to CATESOL members. In fact, Robby and Donna laid much of the groundwork for this current issue. By the time we I took the reins, Robby and Donna had already rounded up a group of enthusiastic authors and many good working drafts of articles. We certainly hope to live up to the task and continue the good work of our previous editors.

The articles in this issue of *The CATESOL Journal* represent a wide variety of educational levels and contexts and focus on pedagogical concerns relevant to CATESOL readers. We are pleased to bring you an entire theme section of articles on “Generation 1.5,” a “hot topic” that has recently emerged within our field. Our guest editors, Sugie Goen, Patricia Porter, Deborah Swanson, and Deborah VanDommelen, have put in hundreds of hours of work planning the Generation 1.5 theme section, soliciting manuscripts, and working with the authors through every stage of the revision and editing process. The final product is exceptional and we thank them for the contribution they have made to the CATESOL association.

As new editors, we would like to remind CATESOL members that this is *your* journal. We accept submissions from both members and non-members and all submissions are reviewed anonymously by our highly qualified Editorial Review Board. However, we favor those articles that focus on the needs and concerns of our CATESOL readership, particularly those articles relevant to teaching and learning within the many diverse educational contexts of California and Nevada. We encourage *all* of our readers to submit research articles, CATESOL Exchange pieces, and reviews.

If you have never written for publication before, please give it a try. Because this is a mentoring journal, we willingly provide ample assistance in rethinking, reworking, and revising manuscripts so that our Editorial Review Board can give the final stamp of approval, "ready for publication." If you have an idea for an article, please feel free to drop us a line and we will give you advice on how to turn it into something publishable.

The upcoming issues of the journal will contain a wide variety of interesting theme sections that should appeal to all segments of our readership. So far, we have theme sections lined up on technology, family literacy, pragmatics in the classroom, and diversity/multiculturalism. We enthusiastically encourage our readers to submit proposals for additional theme sections as we hope to run *two* theme sections per issue from now on. One of the theme sections in the Fall 2003 issue will focus on reading; it will be dedicated to the memory of our long-standing Editorial Review Board member David Eskey, who passed away unexpectedly this fall. His presence at CATESOL meetings and his work for *The CATESOL Journal* will be sorely missed.

Thank you and we hope that you will enjoy this issue.

Mark Morgan Roberge
Kate Kinsella
Co-Editors

Note: After becoming editor, Kate decided to develop and expand the scope of her article beyond its initial focus on Generation 1.5 students; she will thus publish the article in a different venue at a future date. Mark's article is included in this issue of *The CATESOL Journal* because the guest editors felt it provided essential background information for the other articles in the Generation 1.5 theme section.