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The CATESOL Journal

Title

Guest Editor's Note

Permalink

<https://escholarship.org/uc/item/8rp1x74p>

Journal

The CATESOL Journal, 29(2)

ISSN

1535-0517

Author

Roberge, Mark

Publication Date

2017

DOI

10.5070/B5.35989

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Dear Readers,

Welcome to the Fall 2017 issue of *The CATESOL Journal*. We begin this issue with a special theme section on extensive reading. This topic is often neglected in TESOL discussions, as our field tends to focus more on intensive reading of school/academic texts. While it has gained popularity in recent years, extensive reading is still rarely integrated into ESL curricula because many teachers lack experience in this area. David Wiese, our guest editor, has put together a selection of articles that present a call to action to include more extensive reading in the ESL curriculum at all levels. We thank David for jumping out of his usual role as *CATESOL Journal* submissions editor to take on the additional role of theme section editor for this issue.

We also present you with a selection of feature and exchange articles. The first, a study on the use of paused transcription, highlights the usefulness of this practice to help instructors uncover student listening challenges. The second study focuses on verb errors of monolingual and Generation 1.5 learners, adding to the scholarship calling for explicit grammar instruction in developmental writing classes targeting these populations. The three remaining articles share insights on and support for translanguaging activities in second language contexts, changes to ESL adult education assessment for better alignment with pedagogical needs, and an observational practicum component in TESL programs.

As always we close the issue with a selection of book and media reviews. Our review editor, Jennifer Johnson, does a wonderful job curating this section of the journal. If you have never written for an academic journal before, we recommend you try your hand at a review. It is a short academic genre that will give you a first step into academic publishing. The guidelines can be found at <http://www.catesoljournal.org/review-guidelines/>.

The CATESOL Journal would not be possible without our skilled and dedicated editorial board. These teachers and scholars volunteer many

hours evaluating incoming manuscripts, providing authors with copious feedback, and shepherding authors through the revision process. Because we are a mentoring journal, we spend extensive time working with both experienced and novice authors; thus, we encourage all teachers, graduate students, and scholars, regardless of your prior publishing experience, to submit manuscripts for consideration. Information for potential authors can be found at <http://www.catesoljournal.org/information-for-authors/>.

The CATESOL Journal would also not be possible without our talented copy and layout editor, Karen Bleske, who works with authors as she readies articles for publication.

The articles and reviews in this issue cover a wide variety of skills, levels, teaching contexts, and research issues. We hope that there will be something—or many things—for all of our readers to enjoy.

Sincerely,

Mark Roberge and Margi Wald, Co-editors

PS: The next issue of *The CATESOL Journal* will focus on pronunciation, another oft-neglected topic in our field. We are busily working with the guest editors on that issue for spring. If you have topic ideas for future theme issues, please email us at catesoljournal@gmail.com.