

This issue of The CATESOL Journal is the first to appear under the co-editorship of Donna Brinton and Robby Ching. Robby has joined Donna as co-editor to replace Peter Master, who served as *CATESOL Journal* editor from 1994-1997. She brings a great deal of expertise and a fresh perspective to the journal, and the editorial collaboration promises to be a very fruitful one.

Our feature articles in this issue report on an innovative high-school/university E-mail partnership program (El-Ward & Johns), Asian international students' learning preferences (Galvan & Fukada), ESL students' comprehension of content words in academic lectures (Harada), immigrant Vietnamese students' post high school needs and expectations (Dees & McDonald), and CATESOL members' responses to the 1997 College/University level survey (Eyring).

In the CATESOL Exchange section, we present a stimulating array of shorter articles or thought pieces. These pieces discuss a Fulbrighter's experiences teaching EFL in Tunisia (Battenburg), optimal learning environments for adult ESL learners (Scofield), ESL employers' expectations of teachers' grammatical training and skills (Messerschmitt), and the complex web of teacher-student interactions in the ESL classroom (Vandrick & Messerschmitt).

Our review editor, Susan Orlofsky, has also compiled an interesting selection of reviews to help inform our readership of newly published ESL and TESL resource materials. Three of the reviews (of recent beginning literacy, reading, and reading/writing publications) fall into

the former category; the other three reviews fall in the second category, and provide updated information on the topics of extensive reading, cultural issues in academic writing, and use of the Internet for English language teaching.

We sincerely hope that this issue will have broad appeal to CATESOL members.

Beginning with the upcoming (11.1) issue of the journal, we are pleased to announce that we will be adding a new section to the journal to augment the articles, exchange, and review sections that it currently contains. This new section, which replaces the previous occasional theme issues of the journal, will contain 3-4 articles on a given theme solicited by a guest editor. We believe that the inclusion of a theme section to the journal will give it greater coherence and will increase its appeal to our readership. Susan Dunlap, a current member of our Editorial Advisory Board, will serve as the theme editor for its inaugural edition, and will be compiling an assortment of articles on the topic of English language education in California's K-12 contexts in the post Proposition 227 era.

Donna Brinton
Co-editor

Robby Ching
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