

GUEST EDITORS

Anne Katz is the site coordinator for the Evaluation Assistance Center-West at ARC Associates. EAC-West provides technical assistance in evaluation and assessment issues to Title VII projects and schools serving English language learners. A former teacher in both the U.S. and Brazil, she has research interests in second language writing development and effective schooling for language minority students. She is coauthor of *Reforming the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students*.

Tamara Lucas is a senior research associate at the National Center for Restructuring Education, Schools, and Teaching (NCREST) at Teachers College, Columbia University. She became director of the DEWEY Network (Diversity and Excellence Working for the Education of Youth) at NCREST in August, 1994. She has been involved in the education of linguistically and culturally diverse students for 16 years in California as a teacher, staff developer, administrator, and researcher. From 1991 to 1994, she was the director of the Multifunctional Resource Center (MRC) for Northern California, providing assistance to schools and districts with English language learners. She is coauthor of *Promoting the Success of Latino Language Minority Students: An Exploratory Study of Six High Schools* and *Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students*.

CONTRIBUTORS

Tim Beard is an education specialist with the Multifunctional Resource Center in Oakland. He has worked as a bilingual teacher, folklorist, and staff developer and serves as the coordinator of the Sequoia Teachers Network, the Foxfire affiliate in northern California.

Cherry Campbell is program head of English Studies at the Monterey Institute of International Studies. She teaches adjunct and content-based research writing courses for graduate students in international management and political science, and trains TESOL graduate students in the teaching of writing.

Susan Conrad, a doctoral student in applied linguistics at Northern Arizona University, has taught ESL in Africa, Korea, and the United States.

Martha Clark Cummings teaches in both the English Studies and TESOL programs at the Monterey Institute of International Studies. She is coauthor, with Jean Withrow and Gay Brookes, of *Changes*, a reader for ESL writers.

Lois Facer is a program developer at Mission College, Santa Clara, in the Office of Corporate Training and Economic Development. She specializes in workplace programs which include ESL, English, and math.

Katherine Garlow has an MA in linguistics and for more than 20 years has taught at Palomar College in San Marcos. A past CATESOL president, she has also taught at the Binational Center in Bogota, Colombia.

Lynn Goldstein is an associate professor of applied linguistics and TESOL at the Monterey Institute of International Studies, where she trains TESOL teachers and directs the campus-wide writing program.

As a faculty member at San Francisco State University, **Kate Kinsella** has conducted faculty development workshops throughout the state to assist secondary and higher education faculty in responding to the needs of their linguistically and culturally diverse students. An experienced teacher at both the secondary and postsecondary levels, she is also a consultant with the Multifunctional Resource Center, Northern California.

Marji Knowles, director of the Workplace Learning Resource Center at Mission Community College, is a former TESOL board member and has been an ESL professional for 20 years.

Erika Konrad worked in Japan for three years as an English teacher and teacher-trainer. Her MA in applied linguistics is from UC Davis, and she is currently working on her PhD at Northern Arizona University.

Mary McGroarty, associate professor in the applied linguistics program of the English Department at Northern Arizona University, has research and teaching interests in language policy, pedagogy, and assessment in cross-cultural settings. Her current work includes investigation of the use of languages other than English in the U.S. workplace and collaboration on a test of Navajo comprehension for young children.

Peter Roos, codirector of Multicultural Education, Training, and Advocacy (META), has been involved for more than 20 years in litigation and advocacy with regard to the rights of national origin minority and language minority students and their families. He has litigated a number of bilingual education cases around the country.

Katherine Davies Samway is a teacher educator at San Jose State University. She is interested in making her teaching at the university level consistent with what we know about effective teaching and learning.

Marguerite Ann Snow is associate professor at California State University, Los Angeles where she teaches in the TESOL MA program and codirects Project LEAP: Learning English for Academic Purposes, under a grant funded by the U.S. Department of Education. She is coauthor of *Content-Based Second Language Instruction* and coeditor of *The Multicultural Classroom: Readings for Content Area Teachers*.

Lauren A. Vanett directs the English Fluency Program at San Francisco State University Extended Education. She has been designing and implementing workplace ESL programs since 1987.

John Wiley is education coordinator for Project EXCEL, a federally funded workplace literacy program operated by the Career Resources Development Center, a nonprofit organization located in San Francisco. He has taught ESL in Japan and the Silicon Valley as well as in the manufacturing and hospitality industries in the Bay Area.