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We are pleased to present to you the Fall 2005 edition of *The CATESOL Journal*.

We begin this issue with a special theme section devoted to scholarship by graduate students in the fields of TESOL, Applied Linguistics, and Education. We think that it is important to recognize the work of graduate students as they will be the future leaders in these fields. We start off with the winner of the **2005 CATESOL Graduate Student Research Award**, Lorena Llosa, whose study focuses on the assessment of English learners' language proficiency. We follow with the winner of the **2004 CATESOL Graduate Student Research Award**, Karen Chen, whose study examines the composing processes of four ESL students. We congratulate both Lorena and Karen for their excellent work. We then present two classroom-based *action research* projects, both done from a *critical perspective*: Paul McPherron's piece focuses on teacher assumptions in assessment and Jason Schneider's piece focuses on graduate students' use of modal verbs. Finally, we conclude the theme section with a discussion of the distinction between native and nonnative English-speaking teachers by Yumiko Boecher.

We follow our theme section with three additional articles: Chuang Wang and Stephen Pape's qualitative study examines children's self-efficacy beliefs and self-regulated learning strategies. The next two articles focus on teaching approaches for multicultural literature. Alison Preston outlines a process approach to teaching composition through multicultural literature and Kimberly Persiani offers a study of the uses of multicultural children's literature in teaching appreciation for books and reading.

In our *CATESOL Exchanges* section, we present a wide variety of articles of interest to our readership. Sabrina Peck and Lia Lerner discuss a community-based English tutoring program. Andrea Toth gives advice on the teaching of pronunciation. Bette Brickman discusses the design and implementation of an online writing course. Todd Heyden reflects on the impact of stereotypes on ESL writers. Rod Case discusses critical discourse analysis of ESL textbooks. Jessica McClinton reflects upon the transformative nature of ESL teachers' experiences. Cheryl Boyd Zimmerman and Norbert Schmitt highlight research-driven approaches to vocabulary instruction. And finally Aya Matsuda, Seran Dogancay-Aktuna, Zohreh Eslami-Rasekh, and Katya Nemtchinova offer their personal experience as nonnative speakers in the tenure-track job search process.

We conclude this issue with a selection of book reviews put together by our review editor, Linda Jensen.

As always, we encourage our readers to submit articles to *The CATESOL Journal*. Instructions for submissions are in the back of this issue. If you are hesitant because you lack experience writing for publication, we suggest that you begin by submitting a book review. If you feel more confident, you can submit a *CATESOL Exchanges* piece or a full-length research article. And if you already have publishing experience, we encourage you to submit a proposal to serve as guest editor for a theme section on a topic of your choice. Serving as guest editor can provide you with valuable exposure within our field. In addition, many guest editors use their theme sections as the basis for edited collections of articles that they later publish as books.

We hope you'll like the new 2-column format that we're introducing in this issue. We think it makes the articles more readable and it also allows us to include many more articles in a single issue, thus appealing to a broader range of our readers' interests. Enjoy!

Yours,

Mark Roberge and Margi Wald
Co-Editors