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Dear Readers,

We welcome you to the Fall 2016 issue of *The CATESOL Journal*.

We begin this issue with a theme section of articles on creativity and language teaching. As noted in the theme section introduction, these articles build on language education research as well as research from psychology and art education to help English language educators form a “deeper understanding” of creativity in order to engage systematically in “meaningful, creative teaching and learning” (p. 32). We thank Susannah Schoff for curating this selection of articles and we hope that you will enjoy them.

We then present a feature article examining a preparation program for mainstream classroom teachers to increase their knowledge of second language acquisition and of appropriate instructional practices for supporting English language learners. Following this report are two CATESOL Exchange articles, one an analysis of the current bilingual education initiative using the theoretical framework of equal educational opportunity and the other a case study on immigrant student resilience and the importance of studying the contextual factors underlying students’ immigration experiences.

Finally, we round out this issue with a selection of book reviews of both textbooks and teacher-development texts.

As always, we wish to thank our authors and our Editorial Board members, who have spent countless hours evaluating and responding to manuscripts.

Enjoy!

Mark Roberge and Margi Wald, Co-editors
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