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Dear Readers,

We welcome you to this issue of *The CATESOL Journal*.

We begin with a selection of articles edited by Gena Bennett and Margi Wald, the theme of which focuses on the *internationalization of higher education*. The issue of internationalization deserves our attention because postsecondary institutions—from local community colleges, to large state colleges, to elite research universities—have recruited ever-larger numbers of international students during the past decade. This issue also deserves our attention because many postsecondary institutions have made deliberate efforts to “internationalize” their curriculum, focusing on competencies and areas of knowledge that will prepare students for an increasingly globalized world. The articles in this section focus on classroom pedagogy, writing centers, and student experiences, as well as larger policy issues brought on by this internationalization.

We then offer a special selection of articles, edited by Maricel Santos, David Olsher, and Priyanvada Abeywickrama, that focus on one of the most important aspects of TESOL training: *the practicum*. This special theme section offers 10 articles—four feature articles, five “Voices From the Classroom” articles, and one book review—that, as a collection, aim to promote dialogue and reflection about the practicum experience as a unique growth activity. Through the perspectives of university faculty, mentor teachers, and student teachers, this section also provides insights into how multiple stakeholders are working to “re-vision” the practicum in response to the “social turn” in language-teacher education, internationalizing trends, and increased integration of technology in TESOL teacher education. As highlighted in the guest editors’ introduction, this section invites the reader to reaffirm his or her appreciation for the intellectual work and emotional investment that go into the practicum experience.

In addition to the specially themed articles, we also offer two feature articles: Aaron David Mermelstein explores Asian EFL students’

preferences about teaching approaches. And Sarina Chugani Molina and Mark Manasse discuss the use of reading to promote critical consciousness and voice.

Feature articles go through a process of blind review by our editorial review board members—who generously volunteer their time and expertise to *The CATESOL Journal*. The board evaluates incoming manuscripts and provides extensive feedback to authors as these authors go through the review process. If you are interested in serving on our editorial review board, we encourage you to contact us. We are always open to new reviewers with specialized expertise in various areas of the TESOL field.

Finally, we close this issue of *The CATESOL Journal* with a selection of reviews compiled and edited by Netta Avineri. We thank her for her work as review editor.

We would like to announce that starting with the next issue of *The CATESOL Journal*, Netta Avineri will be promoted to the role of submissions editor. We welcome her to the new position and look forward to working closely with her as we receive author submissions and send those to our editorial board for review and feedback.

The position of review editor (which carries a small stipend) is open and we welcome applications. The position entails soliciting, compiling, and editing a selection of reviews for the spring and fall issues of *The CATESOL Journal*. For information please contact us.

We hope you will enjoy the issue.

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