



We are pleased to present to you this edition of *The CATESOL Journal*.

We open this edition of *The CATESOL Journal* with the winning submission to the CATESOL Graduate Student Research Contest: the study *Task-Based Writing Instruction* by Alexandros Bantis. We congratulate Alexandros on his award and we encourage all graduate students in TESOL, Applied Linguistics, Education, and related fields to submit research projects to this CATESOL competition at some time during their graduate careers. Information about this competition (and about other CATESOL awards for ESL students and teachers) is available on the CATESOL Web site at [www.catesol.org](http://www.catesol.org).

This issue contains feature articles, CATESOL Exchanges, and book reviews covering a broad range of teaching contexts, educational levels, teaching techniques, teaching materials, and student populations. We're sure you will find much to enjoy.

In the feature article section, Marcela de Souza examines the role of the library in promoting the academic achievement of English learners. Kathleen Gardner and Roseanne Liu look at sociolinguistic factors affecting immigrant workers' ability to speak up. Bonnie Alco explores whether L2 readers' word-recognition strategies are transferred from the L1 or form part of the developmental process. Siok H. Lee takes us into the world of a 9th-grade Earth Science class in order to compare vocabulary-teaching strategies. Finally, Janine Poreba examines the *use* and the *usefulness* of negotiation strategies in short-term two-way conversation partnerships.

In the CATESOL Exchanges section, Tünde Csepelyi looks at ESL students in adult basic education literacy programs. Scott Forrest discusses criteria for effective programs to prepare students for the California high school exit exam. Billy Pashaie explores the possibility of teaching research for academic purposes. Helaine Marshall and Andrea DeCapua explain a technique for eliminating fragments and run-on sentences. And Shahid Abrar-ul-Hassan introduces us to the word-a-day activity.

The CATESOL Exchanges section contains two articles that introduce readers to an ongoing discussion about professionalization and professional equity in our field. Patricia Szasz looks at the state of IEP programs while Megan Brown and Kathleen Bywater look at the state of adult education programs.

We will continue this discussion in the next issue of *The CATESOL Journal* when Karen Cadiero-Kaplan takes the helm as guest editor. Karen encourages us all to look at the position statement from the TESOL board of directors that argues the following:

The field of teaching English to speakers of other languages is a unique distinct academic and professional discipline with unique linguistic, cultural, and pedagogical dimensions that requires specialized education and training. Those in the field often have the rigorous education, credentials, and experience equivalent to that of their peers in English language arts and literature, foreign language instruction, and other related academic disciplines. However, in many academic settings and institutions, instructors and faculty of English for speakers of other languages in both English as a foreign language (EFL) and English as a second language (ESL) programs are not respected as being part of a unique discipline, and often do not receive the same professional treatment or benefits as their peers in other academic areas.

(For the full June 2008 statement, look for “Position Papers and Statements” at [tesol.org](http://tesol.org).) Karen will be accepting manuscript submissions for this issue until May 31, 2010. They can be sent to us at [catesoljournalsspecialissue@gmail.com](mailto:catesoljournalsspecialissue@gmail.com).

We conclude this edition of *The CATESOL Journal* with a selection of book reviews edited by Rosamina Lowi.

As always, we want to thank members of our editorial board for their work; they have carefully reviewed submissions on a wide range of topics and selected the most interesting articles for publication. Submissions are reviewed blindly (i.e., anonymously) and most submissions go through several rounds of revision before editorial board members deem them “ready for publication.” *The CATESOL Journal* is a “mentoring journal.” While we accept many highly polished articles from well-experienced scholars, our editorial board especially enjoys working with less experienced, unpublished scholars in California, Nevada, and other states. *The CATESOL Journal* aims to provide support and guidance to scholars at all stages of their careers.

We would also like to thank Cleve Gallat, our outgoing graphics and layout person, for his many years of service to the CATESOL organization. Through the years, Cleve has taken manuscripts of all types—most with complicated graphics, tables, charts, illustrations, and appendices—and he has turned them into attractive and accessible print copy. Starting with this issue we have a new graphics and layout person, Karen Bleske. Karen began with us several years ago as copy editor of the *Journal*. More recently she became editor of *CATESOL NEWS*. And now she has taken on the additional role of graphics and layout. It is a pleasure to work with such dedicated professionals.

Finally we thank our authors, who have worked hard to bring you the articles that you have before you today. We hope that you will enjoy each article and appreciate their efforts.

Mark Roberge and Margi Wald  
Co-Editors

*Note: The CATESOL Journal* is published once per *academic year*. Starting with this issue we have changed the citation dates to reflect this. This issue is thus designated **2009/2010**, the next issue will be designated **2010/2011**, and so on.