



We are pleased to present our readers with the 13.1 (2001) issue of the journal. This issue contains a wealth of information designed to be of relevance and interest to our readership.

In the opening section, we present two feature articles. The first of these, by Douglas Fisher, reports on a survey of K-6 teachers' perceptions of the supports and resources they need to teach English language learners. Following this article is Ann Wintergerst and Andrea DeCapua's investigation into the learning style preferences of college and university-level Russian-speaking students. Both of these articles address CATESOL's mission to "promote excellence in education for English language learners and a high quality professional environment for their teachers."

The Theme Articles section of the journal is dedicated to the nonnative English-speaking (NNES) professional. This section opens with an introduction by Lía D. Kamhi-Stein, this issue's theme editor. In it, she traces the development of interest in this topic from its beginnings as a caucus in CATESOL's parent organization, TESOL, to its current status as a Special Interest Group in CATESOL. The following theme submissions cluster in several areas. The first of these concerns NNES practitioners teaching in English as a Second language (Amin; Kamhi-Stein, Aagard, Ching, Paik, & Sasser) and Applied Linguistics (Liu) settings. In these articles, the authors report on the self-perceptions of NNES practitioners and the challenges they face due to their ethnic background and NNES status. The second area of emphasis is NES-NNES collaboration (Matsuda & Matsuda; Carvalho de Oliveira & Richardson). These articles present case study evidence of successful collaborative efforts and lay the groundwork for those engaging in such collaboration. The third area addressed is the needs of NNES participants in MA TESOL programs (Lee & Lew). Using diary journal data, the authors track the experiences of these program participants and make recommendations for more successfully addressing their needs. A fourth and final area is that of hiring practices (Flynn & Gulikers). Using a question and answer format, the authors unveil the concerns of program administrators vis-à-vis NNES educators and suggest strategies that NNES educators should adopt when seeking employment. The assembled articles address CATESOL's mission to "promote appreciation of diverse linguistic and cultural backgrounds" and argue strongly for increased recognition of the strengths our NNES peers bring to the profession. We are most grateful to Lía for her hard work and diligence in bringing this theme section to fruition. Forthcoming in the Theme Articles section of the journal are the issues of the Generation 1.5 student (guest edited by Patricia Porter, Sugie Goen, Deborah Swanson, and Deborah Van Dommelen) and adult literacy (guest edited by Gail Weinstein).

Following Theme Articles is the Exchange section, containing shorter submissions on issues, techniques, and classroom practices. The first Exchange piece (Massi & Benvenuto) discusses using fairy tales to develop adult students' reading and writing skills. This issue's Exchange also highlights pronunciation with two articles. The first of these (Gilbert) addresses an agenda for prioritizing "common core" pronunciation features when teaching beginning learners. Complementing this article is the submission by Miller discussing the importance of overtly addressing self-monitoring skills and strategies in the pronunciation curriculum as a route to increased student intelligibility.

The final Reviews section is edited by Linda Jensen, who assumed duties as Book Review editor with this issue. Linda has compiled three reviews of teacher resource texts (Reid, Ikeda, and Vongpumivitch). These texts examine the controversy surrounding the bilingual education of children, the importance of discourse analysis in the language classroom, and factors contributing to success in English language teaching. In addition, Linda presents four reviews of ESL textbooks in the areas of pronunciation (Lawson), reading (McKibban), multi-skills basal preparation (Kim), and literacy (Mas).

As many CATESOL members may already know, this issue is the final one produced under the editorship of Donna Brinton and Robby Ching. Editing *The CATESOL Journal* has been a wonderful experience and we are grateful for the opportunity to have served CATESOL in this capacity. It is gratifying to have played a role in the creation of the journal's theme section, its recent redesign, and its acceptance in the ERIC and LLBA abstracting services. All of the above contribute to the broader dissemination of the journal and to its growing reputation in the field. Our work with the journal has also given us the chance to interact with our fellow ESL professionals through board meetings, conferences, and discussions with potential contributors. We are especially appreciative of the support we have received from the CATESOL Board, the journal's Editorial Advisory Board, and its Publication Chair.

Assuming the editorship as of issue 14.1 (2002) are Kate Kinsella and Mark Roberge of San Francisco State University. We hand the journal over to Kate and Mark with full confidence that they will carry out the job with new energy and dedication. We look forward to the fresh perspective they will bring to the journal's editorship and wish them the best of luck.

Donna Brinton
Co-editor

Robby Ching
Co-editor