



Dear Readers,

Welcome to this issue of *The CATESOL Journal*.

We are excited that our move to an online format allows us to publish **two issues per year**—a Spring issue (early in the calendar year) and a Fall issue (coinciding with the CATESOL Annual Conference)! We thus get up-to-date information about research, theory, pedagogy, and policy into the (virtual) hands of our readers much faster.

Our move to an online format has also allowed us to create an accessible archive of past issues. Karen Bleske—our amazing webmaster, layout person, and copy editor—has archived articles from Volumes 10 to the present. The articles in the archive, as well as the articles published in this issue, present our readers with a rich resource for professional development and exploration of new areas of knowledge within the field, whether one is a graduate student, classroom instructor, teacher trainer, or program administrator.

We begin this issue with Graham Anderson's article "So, Transitions: Linking Adverbial Use of University ESL Students." Graham's piece was the winner of CATESOL's annual Graduate Student Research Contest, cosponsored by The University of Michigan Press. Graham will also be presenting results from his study "So, Transitions: Linking Adverbial Use of University ESL Students" at the College/University Level Rap at CATESOL 2014. If you are a graduate student, we encourage you to take a project that you are working on and prepare it for submission for the 2015 contest. Contest guidelines will be updated and posted to the CATESOL website by this spring.

This issue also contains our annual collection of graduate student writing, titled *Graduate Student Perspectives*. Edited by Erika Kercheval, the graduate student representative to the CATESOL Board of Directors, this collection of articles focuses on how graduate students have integrated their diverse knowledge from their prior experiences into their TESOL teacher training and experience in creative, interesting ways. We thank Erika for her excellent editorial work. We also

note that we are particularly proud not only to create a space for current graduate students to share their perspectives but also to mentor these students as they begin their careers as scholars—a clear goal of our professional organization.

This issue also contains a selection of articles focused on a range of issues in our field. Authors Jing Wei, Julian ChengChiang Chen, and Anthony Adawu present the results of their case study on teaching beginning-level ESL writers via strategy-based instruction (SBI) assisted by multimedia software. Chi-Chih Tseng also presents a case study, one that explores the literacy and disciplinary experiences of students learning to write in a US graduate TESOL program. John Liang shares with readers a three-step pedagogy that fosters students' ability to implement self-assessment of their writing—but the model itself is transferable to other skills. Janet L. Eyring provides an overview of the field of adult ESL in the US. And finally, Lea Gabay offers readers both a self-authored play about four international students' intercultural experiences in the US and an analysis of how to use this play in the ESL classroom.

Kristiane M. Ridgway, our book review editor, has compiled an excellent selection of reviews. Like the articles in this issue, the books reviewed also focus on a range of topics: reading, writing, listening/speaking, using grammar, and working with specific ESL populations.

As always, we thank our Editorial Review Board members for the time and expertise they have shared with authors. And a big thanks goes out to Karen Bleske for the effort, patience, and creativity she contributed to our move to an online format. And perhaps most important, we thank our authors, many of whom have worked on numerous revisions in order to make their articles even more accessible and useful to CATESOLers.

Margi Wald and Mark Roberge
Co-editors

PS: In our next issue, slated for Spring 2015, the theme section will include a number of articles examining pedagogical changes taking place across community college and college/university contexts in order to better meet the needs of the growing international student population in California.

PPS: We are actively seeking theme section proposals for subsequent issues, especially the Fall 2015 issue. If you have ideas about a theme or topic that would be of interest to our readers, please contact us at

journal@catesol.org. Serving as a guest editor of a theme section is a great way to share a collaborative project (e.g., papers from a panel or colloquium) with readers. It is also a great way to take on a scholarly leadership role in CATESOL and the field.