

This issue of *The CATESOL Journal* once again features a range of articles, exchange ideas and reviews. The area of writing predominates beginning with the Leki and Berger articles, both of which explore the issue of feedback. The CATESOL Exchange features two articles on writing by Poggi and Grant and Caesar. These examine the use of the instructor as a model for writing and the use of student journals as classroom materials. In addition, the review section of the journal features several writing texts as well as a work on coherence.

The remainder of the journal reflects the diverse interests of the CATESOL membership. An article by Andrews examines ESL in the workplace. The article by Herda transports the membership to China. The Devenney article explores wordlists while Lipp promotes the technique of sustained silent reading.

The remaining articles in the CATESOL Exchange by Master and Murray reflect common professional concerns.

Finally, additional book reviews include works that can be used for teacher education.

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Editors