

THIS ISSUE of *The CATESOL Journal* is the first to appear under the coeditorship of Peter Master and Donna Brinton. We think that it will have broad appeal to CATESOL members as it includes submissions from across the educational segments and addresses a wide spectrum of issues, including action research (Berkman and Christison & Bassano), error correction in ESL composition (Ferris), ethics in the ESL classroom (Vandrick, Hafernik, & Messerschmitt), motivation in LEP adolescents (Wenzell & Eleftheriou), and techniques for fostering critical thinking (Mollica). In addition to these more academically-oriented articles and exchange pieces, we have diverged somewhat from the type of article usually published in the *Journal* by including Devenney's inspirational firsthand account of the often unexpected and challenging roles that we as ESL instructors are called upon to play.

New to the *Journal* along with Donna Brinton as coeditor is Susan Orlofsky, who has assumed the position of Reviews Editor. We believe that readers will benefit from the array of reviews of new ESL and teacher resource texts which Susan has compiled.

We are pleased to announce that *The CATESOL Journal* will continue its tradition of providing the CATESOL membership with special theme-based issues. The next issue will be guest-edited by Roberta Ching, Anne Ediger, and Deborah Poole and will concern the intersegmental articulation of ESL students.

Peter Master and Donna Brinton
Editors