

This third theme issue of *The CATESOL Journal* concerns a topic that is especially critical in California's schools today: intersegmental articulation. We would like to thank Anne Ediger for initially suggesting that we devote an issue of the journal to this topic along with its ramifications for California's English language learners. We would also like to express our sincerest appreciation to this issue's guest editors—Robby Ching, Anne Ediger, and Deborah Poole. Their very dedicated efforts on behalf of the journal has resulted in an issue that we know will be of great interest to the CATESOL readership.

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