Dear Readers,

Welcome to this issue of *The CATESOL Journal.*

We begin this issue with four feature articles covering a broad range of topics, two focusing on graduate ESL students (the use of an academic writing support model and possible uses of TOEFL scores for placement and advising), one analyzing the use of multimodel theme-sets with international undergraduates in mainstream composition classrooms, and one examining the effects of visual cues on both elementary and high school students' prediction-making skills while reading.

We then offer a selection of CATESOL Exchanges. The first two provide very specific classroom approaches for teachers, one focusing on systemic functional linguistics, the other on vocabulary, and both presenting the research rationale and background for the approaches presented. The third is a teaching narrative from an instructor of a mainstream college literature course and her use of variants of English to help multilingual students understand the importance of register. Our final exchange makes recommendations about English instruction in both Mexican and US contexts and encourages greater collaboration across contexts.

As always, we close the issue with a selection of reviews. This will be Kristiane M. Ridgway's last issue as review editor. We thank her for her important service to CATESOL and wish her the best. We also thank our staff and editorial board for their valuable help in reviewing articles and providing extensive revision feedback to authors. Two of our editorial board members have taken on new positions on the staff: Netta Avineri is taking over for Kristiane as *The CATESOL Journal* review editor and Christina Lorimer has taken on additional responsibilities as the *Journal*'s submissions editor. We appreciate their continued service to the *Journal* and to the organization.

Mark Roberge and Margi Wald
Co-editors