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Copyright Information

We are pleased to offer you the Fall 2008 edition of *The CATESOL Journal*.

We begin this edition with the winning submission to the 2008 CATESOL Graduate Student Research Competition: Taesung Kim's quantitative study, "Accentedness, Comprehensibility, Intelligibility, and Interpretability of NNESTs." While research submissions to *The CATESOL Journal* tend to be qualitative in nature, we welcome a wide variety of research perspectives and methodologies, including quantitative approaches, "action research," narrative work, case studies, and discourse analysis. We congratulate Taesung Kim and encourage other graduate students to submit articles—to both the graduate student research competition and to *The CATESOL Journal*.

We present four feature articles: A. Lane Igoudin uses a group case study methodology to examine adult ESL student motivation. Miyoung Nam, Mary S. Benedetti, and Mina Kim conduct a meta-analysis of scholarship on the writing socialization of foreign students, South Korean students in particular, in higher education. Michelle Jeffries and Youngjoo Yi analyze the speech and text produced by a Generation 1.5 ESL student. And Marguerite Conrad and Miriam Queen use a collaborative research approach—a researcher and a classroom teacher working together—to examine students' reactions to multi-cultural literature.

Our *CATESOL Exchanges* cover a broad range of topics that will be of interest to readers in many different educational contexts: Janis van Zante and Robin Persiani demonstrate how to use corpus linguistics research to inform class-room pedagogy. Justin Jernigan and Florin Mihai provide a survey-based pilot study of IEP students' error treatment preferences. Julie Williams argues for an argument-based teaching approach in university ESL classes. Ken Kelch and Ju Yin Yang explain how to implement a task-based approach in a busi-ness English course. Murat Hişmanoğlu tells of the benefits and challenges of using the Internet in EFL instruction. W. I. Griffith and Hye-Yeon Lim review a 1-month intensive teacher development program that serves EFL teachers from Mexico. Peter Shaw and Lisa Leopold walk us through a curriculum development and review process for a graduate-level university ESL course. Finally, José Ramón Fernández-Peña, Helena Simas, and Paul Rueckhaus examine an English for Specific Purposes program that helps immigrants who work in health fields.

As always, our editorial board has carefully reviewed submissions on a wide range of topics and selected the most interesting articles for publication. Submissions are reviewed blindly (i.e., anonymously) and most submissions go through several rounds of revision before editorial board members deem them "ready for publication." We thank the editorial board members for their exhaustive work in reviewing submissions and assisting authors as the articles go through the arduous revision and editing process. *The CATESOL Journal* is a "mentoring journal." While we do accept many well-polished articles from experienced scholars, our editorial board especially enjoys working with less experienced, unpublished scholars in California, Nevada, and other states. The *CATESOL Journal* aims to provide support and guidance to scholars at all stages of their careers.

We conclude this issue with a selection of reviews compiled by our book review editor, Rosamina Lowi.

We hope that you will enjoy each article and appreciate the efforts of the authors and reviewers.

Margi Wald and Mark Roberge
Co-Editors