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Dear Readers,

Welcome to the 2019 double issue of *The CATESOL Journal*.

In This Issue

This issue provides readers with a wide range of articles. Four articles present specific classroom practices in reading, vocabulary, writing, and self-editing. Other classroom-based articles examine the use of L1 literacy assessments with English language learners, a curriculum redesign to meet the needs of both emerging multilingual writers and AB705 legislation, and students' perceptions—one focusing on undergraduate perceptions of international teaching assistants and another on Chinese undergraduates' experiences in public universities. We end with articles on community-based ESL and critical language teacher education, and with a set of teacher resource and textbook reviews edited by Jennifer Johnson. We hope that there will be something—or many things—for all of our readers to enjoy.

Changes Afoot

With this issue, Robert Kohls and Rebekah Sidman-Taveau have taken the editorial reins, helping authors prepare their submissions for review and publication. Mark Roberge and Margi Wald will continue as associate editors to help Robert and Rebekah as they move the journal forward.

With this issue, we also say good-bye to our copy and layout editor, Karen Bleske, who has retired after many years of exemplary service to CATESOL. We wish Karen the best and thank her for her patience, professionalism, and eagle eye.

And finally, we are excited to announce that we will be moving the journal to a new, open-access site: escholarship.org/uc/catesoljournal. The site should allow us to shorten our turn-around time for reviews and to join other publications with the mission to share scholarship broadly and equitably—throughout California, the nation, and the world.

Robert Kohls and Rebekah Sidman-Taveau, Editors
Mark Roberge and Margi Wald, Associate Editors

