



Dear Readers,

We welcome you to this issue of *The CATESOL Journal* (academic year 2013/2014) and we begin with several special announcements:

First, we will now be publishing *The CATESOL Journal* twice a year—once in early spring and once in fall, right before the annual conference. This will allow authors to get their articles to press more quickly. It will also keep our members in better touch with the pedagogical and scholarly work that the CATESOL organization is doing.

Second, our transition to web publishing is almost complete. Within the next few months, *The CATESOL Journal*—including back issues—will be available to the general public at www.catesoljournal.org. For readers who like to have *The CATESOL Journal* on the bookshelf, traditional hard copies will continue to be available for a fee through the CATESOL website at www.catesol.org.

Third, *The CATESOL Journal* is now available in full text at many academic libraries throughout the US and the world through EBSCO. The exact database name may vary based on your library's subscription policies so check with your library.

We begin this issue with Brenna Shepherd's article "Vocabulary Assessment With Varying Levels of Context: A Replication Study," winner of the 2013 Graduate Student Research Contest, sponsored by CATESOL and The University of Michigan Press. We congratulate Brenna and encourage current and recent graduate students to submit papers on research-based language policy, classroom-based research, and action research for the 2014 contest. The deadline for Graduate Student Research Award submissions is June 20, 2014. If you have questions about the contest, contact Victoria Barney, CATESOL's College/University Level chair, at vs.b@comcast.net for more information.

This issue contains three feature articles—one reporting results of a study on the efficacy of "thinking maps," one presenting survey results

of content-area teachers' perspectives on their multicultural teacher education, and one examining students' and teachers' views of L1 use in foreign language classrooms. This issue's Exchange section provides instructors with a wealth of classroom practice options: text-based guided output tasks, digital media activities and resources, ideas for expanding VESL instruction for new immigrants, exercises to foster critical thinking, and approaches to teaching vocabulary. We hope that these articles can inform and benefit instruction, teacher development, and program administration for CATESOLers.

As always we thank our Editorial Board members, who have worked tirelessly evaluating manuscripts and mentoring authors.

We thank Kristiane M. Ridgway for compiling an excellent selection of reviews for this issue.

We also thank Karen Bleske, our copy editor and layout person, who gives the journal its wonderfully professional look and who is spearheading the move to online publishing.

Finally we thank the authors themselves. While many submissions are quite polished because they come from experienced scholars, other submissions represent promising ideas that are still germinating; the authors work extensively with our Editorial Board to develop and refine their manuscripts to ready them for submission.

Our next issue of *The CATESOL Journal* will feature a special theme section on assessment, guest edited by former CATESOL President Kathleen Flynn.

We also seek additional Editorial Board members for future issues of *The CATESOL Journal*. If you have published or reviewed manuscripts or proposals before, we welcome you to apply by contacting us at journal@catesol.org. Editorial Board members generally review four to six manuscripts per year. We particularly need Editorial Board members with expertise in elementary and middle school levels. We also need members with expertise in digital media and online pedagogy.

Cheers and enjoy reading!

Mark Roberge and Margi Wald
Co-editors