



Dear Readers,

We welcome you to this issue of *The CATESOL Journal* (academic year 2012/2013).

We begin this issue with Dan Villarreal's "Closing the Communication Gap Between Undergraduates and International Faculty," winner of the 2012 Graduate Student Research Contest, sponsored by CATESOL and The University of Michigan Press. We congratulate Dan and encourage current and recent graduate students to submit papers on research-based language policy, classroom-based research, and action research for the 2013 contest (deadline: June 1). For more information, see Conference Awards at <http://catesol.org/annualconference>.

We then offer readers a selection of articles focusing on US-educated multilingual students. This ever-growing population often "slips through the cracks" at the postsecondary level because these students do not fit into traditional curricular structures that track students into newcomer-oriented *ESL classes* or native speaker-oriented "*mainstream*" classes. Kay Losey, a recognized scholar in the area of "Generation 1.5 ESL students," worked with us as guest editor for this section and we thank her for the expertise and perspectives that she brings.

In this issue we also offer a selection of articles devoted to graduate students. This feature of *The CATESOL Journal* was spearheaded by Christina Lorimer, the 2009-2011 graduate student representative to the CATESOL Board of Directors. After completing her term, Christina passed the baton to Julia Schulte, the 2011-2012 graduate student representative. Julia has put together an impressive selection of articles showcasing graduate student work. It includes qualitative studies, reflective pieces, and pedagogical pieces. What ties these articles together is the common theme of *theory to practice*, an issue that is most salient to newly graduated students who are entering the world of teaching. We thank Julia for her great work and we look forward to future theme sections devoted to showcasing graduate student work.

In this edition of *The CATESOL Journal*, we also welcome our new book review editor, Kristi Ridgway. Kristi has put together a selection of reviews focusing on both ESL textbooks and teacher-training texts.

As always, we include several feature articles—this time focusing on the topics of citizenship, culture, and student engagement. We also include shorter, less

formal CATESOL Exchanges—focusing on vocabulary, mobile technology in the classroom, and student identity.

We wish to thank our Editorial Board members, who put in countless hours evaluating manuscripts and mentoring authors. In particular, we thank Virginia Berger, who is stepping down from the board after many years of valuable service.

We also thank Karen Bleske, our copy editor and layout person, who gives the journal its wonderfully professional look, and Mark Lieu, our webmaster, for helping us with the online edition of *The CATESOL Journal*.

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 eagerly look forward to working with Kathleen on this upcoming theme section. If you have manuscripts or manuscript ideas that might fit well in this section, please send us a note at [journal@catesol.org](mailto:journal@catesol.org).

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](mailto:journal@catesol.org). Editorial Board members generally review 4-6 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