

This is the second issue of *The CATESOL Journal* to appear under the co-editorship of Donna Brinton and Robby Ching. Assisting Susan Orlofsky as Review Editor for this issue is Fred Marshall, who will replace Susan as Review Editor with the next issue of the journal.

Beginning with this issue, we are introducing a new section of the journal, Theme Articles. This section, edited by a different guest editor each issue, contains solicited articles on a topic of special relevance to the CATESOL membership. It replaces the previous format of occasional special issues on highlighted topics such as issue 5.1 (content-based instruction), issue 7.1 (learning beyond the classroom), and issue 9.1 (articulation). This issue's theme editor is Susan Dunlap, a K-12 educator, teacher trainer, and member of the journal's Editorial Advisory Board. Proposed themes for future issues include intercultural communication (issue 12.1), non-native educator issues (issue 13.1), and generation 1.5 (issue 14.1). We hope that readers will enjoy this new hybrid format, which allows us to publish a broader spectrum of articles on one high interest topic along with our regular selection of refereed articles, CATESOL Exchange pieces, and reviews.

This issue spans a range of issues designed to appeal to a broad spectrum of our membership. In the Articles section, readers will find articles concerning the theory and practice of: teaching vocabulary in academic settings (Lowry); the contributions of interlanguage pragmatics to language pedagogy (Matsuda); the use of course management software in the TESL field practicum (Kamhi-Stein); the efficacy of on-line ESL courses at the community college level

(Lieu); assessing gender bias in ESL/EFL materials (Wong); collaboration between ESL and mainstream teachers in the K-12 setting; and a survey of the need for library information competencies in ESL community college courses.

Following the Articles section is our new section containing Theme Articles. For this issue, Susan Dunlap has chosen to focus on the many challenges CATESOL K-12 educators face in educating English learners in California and Nevada. In light of California's passage of Proposition 227 (the Unz initiative), Susan and the theme authors discuss how CATESOL members have reacted to the need for standards (Kuhlman & Nadeau), staff development (Sasser), and materials/curriculum development and best practices (Fields) to meet this challenge.

In this issue's CATESOL Exchange section, our authors encourage readers to reassess the place of the Internet (Lincoln) and simplified literature (Donigan) in their ESL/EFL curricula. Finally, in the Review section, Fred Marshall and Susan Orlofsky have compiled reviews of several teacher resource texts, an ESL writers' guide, and two ESL software programs.

We sincerely hope that readers find this compilation of articles, exchange pieces, and reviews to be of interest and relevance to the issues they face in their professional lives—whether they are first entering this profession or have served for years as classroom teachers, teacher trainers, program administrators, or curriculum developers.

Donna Brinton
Coeditor

Robby Ching
Coeditor