



Dear Readers,

Welcome to the Spring 2016 issue of *The CATESOL Journal*!

We begin the issue with Lindsey Sivaslian's "Two Heads Are Better Than One": A Curricular Innovation Through Peer Feedback in a Low-Proficiency ESL Writing Class." This article was the winner of the CATESOL Graduate Student Research Contest (GSRC). We ask all TESOL professors to keep an eye out for strong student research projects (whether at the MA or PhD level) and encourage the graduate student authors of such projects to submit them for consideration to CATESOL's GSRC coordinator, John Gides, at [john.gides@csun.edu](mailto:john.gides@csun.edu).

Marie Webb and Evelyn Doman's feature article, "Does the Flipped Classroom Lead to Increased Gains on Learning Outcomes in ESL/EFL Contexts?," presents the results of a mixed-methods study involving pretest-posttest data and focus groups and makes recommendations regarding the design of flipped curricula and materials. Sarah Smith, Claudia Sanchez, Sharon Betty, and Shiloh Davis's CATESOL Exchange, "Processing Academic Language Through Four Corners Vocabulary Chart Applications," explains the creation of vocabulary charts in a fifth-grade classroom and four in-class activities based on the charts that allow for multiple exposures to and uses of new vocabulary. As always, our CATESOL Exchange section offers authors a forum for submitting shorter articles, pedagogical pieces, reports, and other scholarship that do not necessarily fit into the traditional research article format.

Our guest editor, Maliheh Mansuripur Vafai, has put together an engaging selection of articles for a special theme section focusing on Doing the Identity Work in ESL Learning and Teaching. Besides her introduction to the section and her own work, this section contains works by Brad Washington, Karen Gourd, Yvette Lapyese, and Sara Garcia and Christina Favela Garcia. We thank Maliheh for her work, soliciting manuscripts and working with authors through the long revision process. We encourage all scholars to consider guest editing a

theme section of *The CATESOL Journal*. Theme sections can serve as an excellent jumping-off point for a conference panel or even a proposal for an anthology.

We conclude this issue with a selection of book reviews by our new book review editor, Jennifer Johnson. We welcome her to *The CATESOL Journal* staff and thank her for working with these authors. We would also like to remind readers that writing a book review is an excellent entrée into the publishing process, as the book review genre is fairly short and straightforward. (See <http://www.catesoljournal.org/review-guidelines>.)

As always, we would like to thank our editorial review board at *The CATESOL Journal*. Submissions go through a process of blind review by our editorial review board members—who generously volunteer their time and expertise to *The CATESOL Journal*. The board evaluates incoming manuscripts and provides extensive feedback to authors as these authors go through the review process. If you are interested in serving on our editorial review board we encourage you to contact us. We are always open to new reviewers with specialized expertise in various areas of the TESOL field.

We hope you will enjoy the issue.

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