



Dear Readers,

Welcome to the Fall-Winter issue of *The CATESOL Journal*.

In this issue, we offer five articles that vary from teaching tips to program reviews to “traditional” research reports, a range that we hope is inclusive of the CATESOL membership’s interests and needs. The first article presents an overview and analysis of one elementary school’s integrated and multifaceted support program for ELLs and their families. The next piece also focuses on a program overview—this one highlighting the evaluation of a university EAP program through the eyes of students after they had exited the program and continued with their university course work. The third article reports on a small-scale study comparing the effects of teacher-guided listening instruction and extensive listening on EFL learners’ listening comprehension and vocabulary acquisition. In a more classroom-focused piece, the authors of the fourth article offer TOEFL preparation teaching strategies and activities to increase students’ buy-in and strengthen their test-taking abilities.

The last article, originally published on the [CATESOL blog](#) and written by three members of the ESL Subcommittee of the AB 705 Implementation Committee, outlines the history, requirements, and current developments surrounding this significant legislation. Given the impact of this bill on English and ESL programs and classes in community colleges across California, *The CATESOL Journal’s* next theme section will be devoted to AB 705—collaborations, programmatic responses, classroom strategies, and more. [Contact us](#) if you are interested in contributing.

We close the issue with a selection of book and media reviews edited by Jennifer Johnson. As always, we thank Jennifer and our Editorial Review Board members. These teachers and scholars volunteer many hours evaluating manuscripts and providing constructive feedback for revision to make the publishing experience a constructive, successful one for authors. Our thanks also go out to our talented copy and layout editor, Karen Bleske, who works with authors as she readies articles for publication.

Two *Journal* developments:

First, we would like to welcome our new associate editors, Robert Kohls and Rebekah Sidman-Taveau. They both bring a wealth of editing and (T)ESL experience to the editorial staff and have already starting working to mentor authors.

Second, we are in the process of moving the *Journal* to a new platform, eScholarship.org, an open-access platform that will provide us with an enhanced interface to help us turn around articles and get them to readers more quickly. Also, with this move, we hope to extend the reach of our articles to an even broader readership than our current one.

We hope you enjoy this issue and that you will consider writing up your research, program developments, and/or classroom work for publication. For more information, please visit our [Submissions Guidelines](#) page.

Sincerely,

Mark Roberge and Margi Wald