



Dear Reader,

Issue 32 of *The CATESOL Journal* is now live!

We hope you and your family are well and keeping safe in these uncertain times. Last year was an extraordinary year -- the COVID-19 pandemic, calls for social justice, and continued inequities in the United States and around the world have made 2020 and 2021 some of the most challenging years we have faced in recent memory.

Like many organizations at this time, *The CATESOL Journal* has also gone through its share of transitions. Mark Roberge and Margi Wald have transitioned from co-editors to consulting editors, and Karen Bleske, our copy and layout editor, and Jennifer Johnson, our review editor, have both stepped down. We are grateful for their outstanding work and unwavering support for and service to the journal. You will be greatly missed!

Amidst the changes in editorial staff, we have been in the process of transitioning to a new website platform, seeking new copy editors and a layout team, and looking for new sources of funding to make *The CATESOL Journal* viable in the years to come. Over the next year, we will continue to look for ways to maintain the mission of the journal and to provide support and voice to teachers, scholars, and policy makers in California.

Although recent events have curtailed the journal's ability to keep to its biannual publication, we are happy to offer this larger, double issue of articles from 2020 and 2021.

Our first featured section is **Teaching and Learning**. We are pleased to offer articles on scholarly identity (Lisa Leopold), collaborative learning (Wangmei Zhou), equitable and effective multilingual instruction (Esther Gross & Jenifer Crawford), written and oral communication (Brenna Butler, Jennifer Morrow, Kirsten Benson, & Hannah Soblo), collaborative writing tasks (Mitchell Goins), bilingual development (Beth Mossman), funds of knowledge to identify gifts and talents (Fatmana Deniz & Tracy Spies), and diverse instructional approaches (Kara Mac Donald, Tatiana McCaw, & Annette Scheibner).

Our second featured section is **Advocacy Leadership and Teacher Education**. These articles cover online MATESOL programs (Soonhyang Kim & Burcu Ates & Uzum), communities of practice (Donna Brinton, Kimberly Chilton, Andrea Echelberger, Bot Koi, & Sarina Monh), TESOL teacher education (Sarina Molina), a community-based ESL program linked with the MA in TESOL practicum course (Lia D. Kamhi-Stein), and teacher leadership in graduate education programs (Tracy Spies, Sharolyn Pollard-Durodola, Alain Bengochea & Gloria Carcoba Falomir).

Our third section features the **CATESOL 2019 College/University Level Student and Instructor Awards**. The two awards go to Carla Liu and Renae Betten, “Developing English Prosody Using Technology,” and Jennifer Evans for “Teaching L2 English with TED Talks.”

Finally, we conclude this issue with a section of book reviews focusing on literacy, L2 writing, intercultural awareness, and social justice in education by Hüseyin Uysal, Ilka Kostka, Van Thai Hong Le, Monica Rosso Tabrizi, and Michael Lessard-Clouston.

We are very excited to announce that in response to recent international events, we will publish two special issues over the next year responding to pandemic pedagogy (Guest Editors, Ingrid Greenberg and Amy Pascucci) in Fall 2021 and race and TESOL (Guest Editors, Rachel Grant and Leigh Anne Shaw) in Spring 2022.

As always, we wish to thank our Editorial Board members, who have spent countless hours evaluating and responding to manuscripts, and our authors for your patience and support over the last year.

All our very best,

Robert Kohls and Rebekah Sidman-Taveau, Co-editors
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