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Dear Readers,

We welcome you to the Spring 2017 edition of *The CATESOL Journal*.

This issue opens with the winning paper from the College/University Level Graduate Student Research Contest: "LGBTQ+ Voices From the Classroom: Insights for ESOL Teachers" by Evan Kaiser. We congratulate Evan on his accomplishments and encourage all CATESOL graduate students to consider recrafting sections of their seminar papers, theses, or dissertations for publication in *The CATESOL Journal*.

This issue also includes two articles focusing on elementary school contexts: a mixed-methods research study by a team at the University of Nevada, Las Vegas, on the effects of professional-development training on early childhood educators and a case study by Johanna Prince on the use of individual iPads to support academic English learning in a fourth-grade classroom. We thank our submissions editor, David Wiese, and our Editorial Review Board for the countless hours they have put in reviewing submissions and working with authors during the revision process. We consider ourselves to be a "mentoring journal." While we do publish many articles from experienced scholars, our Editorial Board is *also* willing to work with less experienced scholars through multiple stages of revision to get a promising manuscript into publication.

For this issue, Maliheh Mansuripur Vafai has returned as guest editor to continue the discussion about language and ideology, which she began when she served as guest editor for the Spring 2016 edition. In the theme section Language, Identity, and the Legacy of Colonialism, she has assembled a selection of articles that build upon that edition and take the discussion in a more theoretical direction. We thank Mali for her eagerness to continue the discussion.

We also include a selection of reviews of a variety of teacher resources and student textbooks, edited by Jennifer Johnson. We thank her for her work.

As always, we encourage you to submit articles and book reviews on your pedagogical research, practices, and plans. We also welcome proposals for future theme issues. Upcoming theme sections include Extensive Reading (Fall 2017) and a special issue on Pronunciation (Spring 2018).

Finally, if you have experience with academic publishing, we welcome you as a volunteer for our Editorial Review Board. Given the range of educational contexts, student populations, and skill areas that CATESOL represents, we look to our membership to help us create an editorial board with an equally wide range of expertise. If you have any questions or want more information, please contact us at catesoljournal@gmail.com.

Mark Roberge and Margi Wald, Co-editors