

**Preface to the 31st Issue of *Journal of Second Language Acquisition and Teaching***

*Journal of Second Language Acquisition and Teaching* (JSLAT) is thrilled to announce the 31st volume in 2025. We are proud to be part of the tradition of JSLAT that started in 1993 as *El Two Talk* (ISSN: 2377-1828) with the first preface penned by Dr. Saville-Troike at the University of Arizona!

It is an honor to announce that we have received a large number of manuscript submissions for this issue. This growth in the number of submissions is a testament to our editorial team's dedicated efforts and actions to increase the visibility of our journal, which has resulted in expanding scholarly engagement with our community and beyond. We are proud to present to you the nine articles featured in this volume, each of which underwent a rigorous peer-review and editorial review process to ensure quality, relevance, and diversity.

The first two articles discuss literacy from second language acquisition and teaching perspectives. In "Developing transdisciplinary language courses and collaborations using higher education's institutional analytics", Kate Shea (the University of Arizona) revealed several tensions and conflicts in multilingual higher education, such as an increasingly market-oriented approach to education, building international partnerships, and limited allocated funds. Continuing with these literacy perspectives, Onur Ural Burns (the University of Arizona), provided an in-depth review of language and literacy practices in relation to digital technologies and digital literacies in "Literacy and language education in the digital age: Emerging trends and pedagogical ideologies".

The next six articles transition from conceptual understandings to empirical research, hence introducing empirical approaches to develop the field of second language acquisition and teaching. In "Using short films to achieve ACTFL world-readiness standards", Monica Rodriguez-Bonces (Rock Hill Schools), Jeisson Rodriguez-Bonces (Aspen High School), and Christopher Esposito (South Piedmont Community College; US Department of State) described how short films can be incorporated into the World Languages Classroom to achieve the American Council on Language Teaching and Learning (ACTFL) World-Readiness Standards. Examining another dimension of instructional delivery, in "L2 learning in half the time? A comparative study of modality and session length in first-semester Japanese and Spanish", Vanessa Georgette Lazo (Austin Community College) examined instructional modality and session length on student success and retention through pre- and post-tests, final grades, and retention rates across multiple academic terms. Turning to curricular materials, in "Linguistic and cultural authenticity of a Chinese literacy curriculum", Hsiaomei Tsai and Kathleen A. J. Mohr (Utah State University) conducted a content analysis of the Mandarin curriculum for K-6 by examining the linguistic and cultural authenticity of the materials. Shifting focus to student interaction, "Dialogue journal in L2 classroom: A sociocultural perspective" by Reza G. Samar (The University of Montana) and Zahra Parsaie (Khazar University), investigated whether dialogue journal writing could improve students'

classroom participation and willingness to communicate through sustained written interaction with the teacher, drawing on a sociocultural perspective. Also exploring attitudinal dimensions of language learning, “Shaping language attitudes: An exploratory look at the impact of discussing bilingualism in the language classroom” by Kiley Specht, Estefania Galindo-Navarro, and Rajiv Rao (University of Wisconsin-Madison), explored the impact of a classroom intervention on second language (L2) Spanish learners’ attitudes towards bilingualism and language learning. Concluding this empirical section, in “Gifts of Indigeneity: Contributions to ELT/TESOL from Indigenous Miskitu teachers of English in Honduras”, Jaime Fabricio Mejía Mayorga (the University of Arizona), Wesley Gerardo Miller Gostas, and Zoila Maribel Goff Fonseca examined how two Indigenous Miskitu teachers of English in Honduras draw upon their Indigeneity to inform their professional identities and pedagogical practices.

Finally, in “Book review: Pragmatics of Chinese as a second language, Shuai Li (Ed.). Multilingual Matters, Bristol (2024)”, Yilei Yi (the University of Arizona), provided a critical and comprehensive review of the book with a focus on its strengths and limitations. Taken together, this volume offers a rich reading and thinking experience for our readers, as it includes a wide range of scholarly work, from critical reviews to conceptual papers to empirical studies to a book review, a new submission type we were excited to include in this issue. Collectively, these contributions highlight the breadth of inquiry in second language acquisition and teaching, engaging with multiple languages and contexts such as English language learning, Chinese language learning, Spanish language learning, and Japanese language learning. We hope that this volume inspires ongoing conversations, fosters reflection, and contributes meaningfully to your research, teaching, and professional practices.

On behalf of the entire editorial team, we thank our authors, reviewers, and readers for their invaluable time and continued support in shaping JSLAT into an inclusive, vibrant space for emerging scholarship as a graduate student-run journal. Finally, we would like to extend our deepest gratitude to Dr. M’Balía Thomas, our wonderful JSLAT faculty advisor and mentor who went above and beyond offering her time, support, guidance, and insight throughout this long editorial process, even during summer break. She has inspired us on so many different levels at every step. This volume of JSLAT would not be possible without her mentorship.

Previous issues of the JSLAT are available online at:

<https://journals.librarypublishing.arizona.edu/jslat/>

Sincerely,

Dilara Avcı & Onur Ural Burns

*Co-editors of JSLAT*

*The University of Arizona*