

EDITORS' NOTE

Welcome to volume nine of the *Arizona Working Papers in Second Language Acquisition and Teaching*. This project is made possible by the financial assistance of the Graduate College of the University of Arizona. We are especially grateful to our faculty advisor, Dr. Jette G. Hansen, for her support and advice. It was a great pleasure collaborating with her in editing this year's issue of the *Arizona Working Papers*.

We would like to dedicate this edition of the *Arizona Working Papers* to those SLAT students and faculty who ensure and improve the quality of our program by contributing so much toward building a strong community of researchers and scholars and by volunteering tremendous amounts of time, advice, and support to the program.

This issue of the *Arizona Working Papers* is, like all the issues before, a truly collaborative effort. It would not have been possible without the commitment of the area editors, who contributed their time and judgment to the development of manuscripts. Special thanks go to Patrick Bolger (Processes), Du Hang (Analysis), Veronica Ostertag (Pedagogy), and Mary Margaret Popova (Use). We would also like to thank the authors for submitting their papers to this publication and acknowledge their commitment to high standards in scholarly work.

We would like to take this opportunity to remind our readers that the papers included in this publication are classified as "working papers," and as such, any reference to them should make mention of their preliminary nature. In addition, any reproduction of the contents of the papers contained in this journal should only be made with adequate citation and with the consent of the author(s).

This issue features papers submitted by SLAT students, alumni, and faculty from all four areas within the SLAT program (L2 pedagogy, L2 use, L2 processes, L2 analysis). In addition to one paper representing each area, this issue also features a cross-disciplinary paper as well as a paper offering practical advice for the job search.

- Adrian Wurr recently completed a tenure-track search successfully and shares his experiences and insight into the job search process. A must-read for anybody close to graduating.
- Concerned with the gap between the way we teach and the way we test, Lisa Jurkowitz investigates the use of computer-mediated communication in an intermediate French final exam. Results of her case study indicate promising potential for using CMC as an assessment tool.

- Randall Sadler and Betil Eröz compare the refusal strategies of English native speakers with two groups of non-native speakers (Turkish, Lao). Their detailed analysis did not indicate major differences between the groups; however, gender and pragmatic transfer seemed to play a role.
- In his study, Matthew Finkbeiner explores how new L2 vocabulary items are learned. He proposes a model of bilingual acquisition and processing (BILAPRO) which might aid in explaining findings about bilingual lexical processes.
- Applying Montalbetti's Overt Pronoun Constraint (OPC), Bonnie Fonseca-Greber analyzes Swiss Colloquial French (SCF) with respect to the status of subject clitics. She concludes that SCF is a pro-drop variety and provides pedagogical implications for the intermediate French classroom.
- Linda Waugh and Bonnie Fonseca-Greber examine the pronominal system in Everyday Conversational European French in a corpus-based study. Pointing out the major discrepancy between the pronominal system discussed in textbooks and actual pronoun use in everyday spoken discourse, they recommend that textbooks use authentic materials coherent with findings from corpus linguistics.

We hope you will find the articles as engaging and worthy of scholarly interest as we have.

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