EDITORS' NOTE

Welcome to volume ten 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. Beatrice Dupuy, for her support and advice. We are especially appreciative that she was willing to take on this task at the last minute. 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 all SLATsters and friends of SLAT who are actively assisting in the planning of the Second Language Research Forum (SLRF) 2003 in Tucson.

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 the manuscripts. Special thanks go to Angela Ferguson (Pedagogy), Kim Helmer (Use), Kumiko Nakamura (Processes) and Keith Johnson (Analysis). 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 also 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 volume 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 the areas within the SLAT program (L2 Pedagogy, L2 Use, L2 Processes, L2 Analysis). It includes a collaborative paper in pedagogy, an individual and a collaborative paper in use, and a collaborative paper in processes.

- Robert Ariew and Gulcan Ercetin's paper is a thorough and promising study of the relationship between reading comprehension and the use of different types of hypermedia annotations. This paper is part of the new generation of CALL studies that critically analyze the benefits and challenges of computer-assisted language learning tools.

- Kristina Beckman-Brito's paper explores classroom etiquette in other parts of the world and the role it might play in student's understanding of American norms of classroom interaction. This is an issue of personal interest to the author and most probably to all those who teach.

- Greg Thompson and Alan Brown take a variationist's perspective in investigating the factors involved in a native Spanish speaker's pronunciation of English. The results of their pilot study suggest a contradiction with previous findings by Labov.

- Angela Ferguson, Elisa Harding, Kim Helmer and Soo Jung Suh's study employs miscue analysis to examine the similarities and differences between the processes involved in reading in both native and nonnative speakers of English. The implications of this study are of relevance to SLA theorists and SL teachers.

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

Senta Görtler   Estela Ene
Senior Editor   Associate Editor