

EDITORS' NOTE

Welcome to volume thirteen of the *Arizona Working Papers in Second Language Acquisition and Teaching*. This project is made possible with a grant from the Graduate Professional & Student Council. We would especially like to thank our faculty advisor, Dr. Dalila Ayoun, for her support and counsel throughout the editing process. This volume benefited greatly from her contributions in both experience and expertise.

This volume of the *Arizona Working Papers* is, like all the issues before, a truly collaborative effort. It would not have been possible without the area editors, who contributed their time and judgment to the development of the manuscripts. We would therefore like to thank Paul Lyddon (Pedagogy), Yumika Muramatsu (Use), Kara McBride (Processes) and Natalya Samokhina (Analysis). Additionally, we would like to thank the authors for submitting their papers to this publication as we acknowledge their commitment to high standards in scholarly work.

This year marks an important transition for the *Arizona Working Papers*. The current volume is the first to be published in a digital format and to be offered through the SLAT website as a resource to our disciplinary colleagues around the world. While we see this as an important development of the exchange in scholarly information and the growth of our journal, we have also tried to maintain the tradition of providing a physical journal publication - one that is reproduced in a hard copy digital format in lieu of a paper format.

We would also like to take this opportunity to remind our readers that the papers included in this publication are working papers, and as such, any reference to them should make mention of their preliminary nature. Moreover, any reproduction of the contents of the papers contained in this volume should only be made with adequate citation and, in the case of large-scale reproduction, with the consent of the author(s).

This issue features papers submitted by SLAT students, as well as students from related programs such as the Rhetoric, Composition and the Teaching of English program. This volume's collection emphasizes three of the four areas constituting the SLAT Interdisciplinary Program: L2 Pedagogy, L2 Use and L2 Analysis. It includes two individual and one collaborative paper in Pedagogy, two individual papers in Analysis and one in Use.

- Jun Zhao examines the role of gesture as a language specific communicative strategy among Chinese speakers of English
- Neil Johnson looks at an instance of the dynamic systems theory in action within a graduate seminar conducted in a computer-mediated learning environment

- Shanthi Nadarajan provides a cogent and insightful comparative analysis of reduplication in English and both Malay & Tamil
- Eleni Saltourides utilizes action research in a language classroom to discover student awareness of learning practices within self assessment practices.
- Rong Liu, Xiaomei Qiao & Yingliang Liu evaluate the pedagogical reality of learner-center teaching in post-secondary education
- Vivette Milson-Whyte explores the similarities and differences between American English and Jamaican Creole auxiliaries

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

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