

EDITORS' NOTE

Welcome to volume fifteen of the *Arizona Working Papers in Second Language Acquisition and Teaching*. We would like to extend our sincere thanks to the volume 15 faculty advisor, Dr. John Leafgren, for his valuable insights and counsel throughout the review and editing process. This volume has benefited greatly from his contributions in both experience and expertise.

This volume of the *Arizona Working Papers* has been a truly collaborative effort. It would not have been possible without the area editors, who contributed their time and judgment to the selection and development of the manuscripts. We would therefore also like to thank Jeremy Palmer (Pedagogy), Helena Guerrero (Use), Nadia Hamrouni (Processes) and Yi Xu (Analysis). Finally, we would like to thank the authors themselves for submitting their papers to this publication as we acknowledge their perseverance and commitment to high standards in SLA scholarship.

This issue features papers submitted by SLAT students, SLAT faculty and colleagues in language scholarship from around the world. Continuing the interdisciplinary tradition of the *Arizona Working Papers*, this volume's collection includes submissions in all four of the areas constituting the SLAT Interdisciplinary Program: L2 Pedagogy, L2 Use, L2 Processes and L2 Analysis.

- ⌚ Virginie Dasse-Askildson shows how controlling the length and timing of recasts affects student acquisition of gender in French as a second language.
- ⌚ Rong Liu examines the challenges of maintaining Chinese as a heritage language for children in an English dominant society.
- ⌚ YingLiang Liu investigates whether error feedback helps L2 students improve the accuracy and overall quality of their writing.
- ⌚ Jeremy Palmer discusses the importance of studying colloquial Arabic by non-native speakers before traveling abroad via a questionnaire.
- ⌚ Elizabeth Specker explores how English-Spanish code-switching in a popular children's television program portrays character social identity.
- ⌚ WETZEL present data on the use of wanna contraction by Japanese learners of English in various situations.

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

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