

**Arizona Working Papers
in
Second Language Acquisition and Teaching
(SLAT)**

**Working Papers of the Interdisciplinary Ph.D. Program
in
Second Language Acquisition and Teaching
and Collaborating Programs**

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Pedagogy Editor:	Brian Hibbs
Use Editor:	Theresa Catalano
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Processes Editor:	Liz Enkin

EDITORS' NOTE

Welcome to volume seventeen of the *Arizona Working Papers in Second Language Acquisition and Teaching*. We would like to extend our appreciation to the volume 18 faculty advisor, Dr. Chantelle Warner, for her professional insights and advice throughout the review process. This volume has benefited greatly from her 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 like to thank Brian Hibbs (Pedagogy), Theresa Catalano (Use), Julianne Hammink (Analysis), and Liz Enkin (Processes). 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, 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 various areas constituting the SLAT Interdisciplinary Program: L2 Pedagogy, L2 Use, L2 Processes, and L2 Analysis.

- *Bilal Genc, Mustafa Mavasoglu & Erdogan Bada* aim to identify different silent pausing strategies employed by native English speakers and non-native speakers with a specific focus on the à/de-infinitive phrases in French.
- *Natalia Kasatkina* examines the question of language choice in the families of Russian-speaking immigrants from the former Soviet Union to the U.S., using the Integrated Public Use Microdata Series (IPUMS).
- *Deniz Ortactepe* investigates Turkish international students' conceptual socialization by looking at their social interactions with American speakers and reports on the ways they coordinated modes of communication through social and linguistics means.
- *John J. Stevens* addresses the question of whether immersion in an L2 environment facilitates the acquisition of Spanish pronunciation, as measured in terms of vowel duration, by comparing study-abroad learners to at-home learners.
- *Peter De Costa* explores how a young Korean woman's learning shapes out through a trajectory of gaining membership into an American society.

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

Soomin Jwa
Senior Editor

Hsin-I Chen
Associate Editor

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PREFACE

I am delighted to present this 19th issue of *Arizona Working Papers in Second Language Acquisition and Teaching* (SLAT). The contribution in this volume were solicited, selected and edited by graduate students in the SLAT Program at the University of Arizona, and interdisciplinary program that reflects the broad and multidisciplinary nature of second language acquisition, teaching, and learning. These papers reflect the many theories, methods, and scholarly traditions within and across which students and scholars of SLAT work, including theoretical and applied linguistics, psychology, cognitive science, anthropology, sociology, and education. Despite the fact that these are working papers and authors are encouraged to also publish their work elsewhere, each of the articles was subjected to an anonymous peer-review process by the editorial board, and less than 50 percent of the submissions were accepted for inclusion.

It was an absolute pleasure to work with the Managing Editors of this volume, Soomin Jwa and Hsin-I Chen, whose careful attention and expertise shaped the professional collection that you see here. I am also grateful for the insights provided by the specific area editors representing the four curricular specializations of the SLAT Program: L2 Pedagogy (Brian Hibbs), L2 Use (Theresa Catalano), L2 Analysis (Julianne Hammink), and L2 Processes (Liz Enkin). All of these editors worked hard to produce an exciting set of papers that present a subsection of contemporary research in the field. The contributing authors are scholars from around the world (including one former alumna of the University of Arizona) – a testament to the growing prestige of this publication and the esteemed reputation of the SLAT Program.