Preface to the 27th Issue of JSLAT

It is with great pleasure that we present the twenty-seventh issue of the *Journal of Second Language Acquisition and Teaching* (JSLAT), a peer review academic journal that covers a wide range of topics within applied linguistics. The past year and a half has presented us with unprecedented challenges, and JSLAT is only made possible with the commitment of the graduate students in the *Second Language Acquisition and Teaching* (SLAT) Program at the University of Arizona, who worked as a team to bring this volume to fruition.

The work presented in this volume is a true credit to the Senior Managing Editor, Margherita Berti, who solicited, selected, and edited each submission showing strong leadership and professional skills. Her dedication, together with the support of the Associate Editor, Hanyu Jia, and the blind peer reviewers who contributed with substantive reviews, provided invaluable feedback and suggestions to guide authors in their revisions.

This issue covers a variety of topics that address second language acquisition from different perspectives, including identity development, project-based learning in flipped classrooms, and second language learning and preparation related to telecollaboration. The article contributions comprise an overview of the issues related to identity development of language learners in study abroad and online intercultural contexts, and two empirical studies, one with EFL learners in Indonesia and the other with L1-English L2 Spanish learners. The first empirical study investigates EFL students' perspectives on the integration of project-based learning into a flipped critical listening course. The latter examines the type of task, as well as the potential preparation L2 Spanish learners may engage in before participating in videoconferencing sessions. The research in this issue no doubt adds valuable insights to the current discussions in the field.

A description of the SLAT program at the University of Arizona, including faculty biographies and additional information is available from the Program office and at the Program website (http://slat.arizona.edu). Previous issues of the JSLAT are available at the website of the journal (https://journals.uair.arizona.edu/index.php/AZSLAT/index).

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