

Preface to the 28th Issue of JSLAT

It is an honor and pleasure to present the twenty-eighth issue of the *Journal of Second Language Acquisition and Teaching* (JSLAT, formerly *Arizona Working Papers* and *El Two Talk*) on behalf of all of the students in the interdisciplinary *Second Language Acquisition and Teaching* (SLAT) PhD Program at the University of Arizona who have worked together to make this possible. For 29 years, this peer-reviewed and graduate-student-led journal has provided an open-access home for scholarly investigations into a wide range of topics in applied linguistics and its allied fields. It has and continues to welcome a wide range of theories, methods, and scholarly traditions, owing to the broad multi- and interdisciplinary nature of scholarship on language acquisition, teaching, and learning.

The journal came into existence with two primary aims: (1) to be a means through which SLAT students could experience, participate in, and shape processes of scholarly exchange via open-access publishing and (2) to be a site for ongoing scholarly dialogue among SLAT students and program faculty as well as students and researchers in language acquisition and teaching from across the world. Since 1993, the journal has been a site of collaborative labor between established and up-and-coming language researchers alike, spanning and defying rigid disciplinary boundaries. In the rapidly evolving landscape that we face as language researchers in higher education and beyond, the collaborative, interdisciplinary, and open-access nature of this journal is as important as ever.

This issue is a credit to the work of the JSLAT editorial team –Hanyu Jia (Senior Editor) and Wei Xu (Junior Editor)– who led efforts to solicit, select, and edit submissions. They have overcome the many ongoing challenges that our current publishing and broader landscapes pose with acumen and persistence. I extend my gratitude to them and we extend our collective gratitude to all of the doctoral students in the SLAT program who participated in and supported this process. This volume additionally represents the time and dedication of not only its contributors, but also the anonymous peer reviewers who provided insightful feedback and suggestions to guide authors in their revisions. The issue exists because of and is stronger for your collaborative efforts.

A testament to the growing prestige of JSLAT and the esteemed reputation of the SLAT program, the manuscripts submitted for this issue included scholars from across the world. After anonymous peer review, 30% of these submissions were ultimately published in this JSLAT issue. JSLAT is conceived of as a site for ongoing scholarly exchange, and we envision this review and editorial process to be but a beginning for the contributions to this journal: Authors are encouraged to also publish their work elsewhere and the journal's readership is encouraged to share comments and suggestions directly with those whose work has been published herein.

These contributions represent multiple intellectual traditions and use a range of methodological approaches to consider myriad topics and contexts. In so doing, they are a reflection of the breadth of considerations addressed by those researching language as it relates to learning, acquisition, and use. Some contributors draw their data from research interventions with English language learners at varying levels of proficiency, while others analyze a U.S. newspaper corpus. Some focus on the teaching of specific grammatical features, while others engage with lexical

considerations or have a more sociopragmatic focus. All contributions to this volume, however, consider –in their own way– how language mediates our lives, including our experiences with and perceptions of language and learning. The unification of such varied explorations in this volume provides a generative invitation for transdisciplinary thinking and discussion. They, no doubt, offer a collection of valuable insights to ongoing conversations in our overlapping and interconnected fields.

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>).

Kris Aric Knisely, PhD

Assistant Professor of French, Department of French & Italian

Affiliated Faculty Member, Interdisciplinary SLAT PhD Program

Affiliated Faculty Member, TSRC

Department of French & Italian

University of Arizona

knisely@arizona.edu