PREFACE TO THE 30TH ISSUE OF JOURNAL OF SECOND LANGUAGE ACQUISITION
AND TEACHING (JSLAT)

JSLAT began publication in 1993 as *El Two Talk* (ISSN: 2377-1828). In 1995 the journal title changed to *Arizona Working Papers in Second Language Acquisition & Teaching* (ISSN: 2377-1704). Recognizing the global impact of our authors' work and intending to remove a perception of a regional focus, in 2019, the journal title was changed again to *Journal of Second Language Acquisition and Teaching*. As a publication of the University of Arizona Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching (SLAT), this journal was conceived as a source for scholarly dialogue among the second language research community at large. This journal is an opportunity for doctoral students in the field of second language studies to experience the publishing process as well as an outlet for established second language researchers to present completed empirical research and theoretical and methodological contributions to the field.

As a graduate student-run journal, it is the responsibility of the two editors, Hongni Gou, senior editor and Kate Shea, junior editor, to solicit manuscripts and peer reviewers. The double-blind and multiple round of revisions and publication process spans a year with a new volume being published online each fall. However, this publication is only possible due to the volunteered time and expertise of our many peer reviewers who themselves represent numerous areas of SLAT research and expertise. We continue to be amazed by their thorough and thoughtful feedback that improves the quality of our selected manuscripts each year.

Together, it is our pleasure to introduce the 30th volume of the *Journal of Second Language Acquisition and Teaching* (JSLAT). This 30th issue features three empirical studies on second language learners with implications for educators on how to best provide targeted and individualized instruction.

In the first article, "*Investigating Communication Strategies in Face-to-Face and Synchronous Computer-Mediated Interactions Between Native English Speakers and Second Language Learners",* Angélica Ribeiro identified and examined the types and frequencies of diverse communication strategies utilized by L2 English learners and their native speaker partners in two modes of interactions, that is, face-to-face mode and synchronous text-based communication mode. The quantitative study shed light on how different communication modes shaped L2 learners' and native speakers' use of communication strategies and provided pedagogical implications regarding how to facilitate learners' L2 development by employing effective communication strategies in different classroom settings.

Similar to Ribeiro's focus on pedagogical interventions to mediate learners' L2 development, our second article focuses on form-focused instruction. In his article, "*Learning How to Use Input-Based and Output-Based Form-Focused Instruction: A Meta-Analytic Comparison of*

Persian EFL Learners", Andrew Schenck offered a meta-analysis of the existing scholarships specifically for EFL learners with Persian L1. Through a systematic analysis of 18 studies, the article illuminated how different forms of form-focused instruction should be employed given grammatical difficulty and learner characteristics, which provides useful implications for language teachers.

In the final article, *The development and study of the online Vietnamese word recognition test for undergraduate students in Taiwan*, Ta Hong Thuong and Hsiu-shuang Huang identified and addressed the need for Vietnamese instructors to accurately assess their Taiwanese-L1 students' reading and listening comprehension. Their focus on a group of students with a shared L1 and L2 at varying stages of learning Vietnamese allow for detailed insight into phonological challenges that could be better addressed with targeted instruction and intervention. Their development of an online Vietnamese word recognition test after conducting a pre-test and thorough validation will continue to benefit Vietnamese instructors in Taiwan.

Taken together, these articles help language teachers in making informed decisions when selecting appropriate and effective pedagogical interventions to achieve particular L2 teaching and learning goals.

Thank you to our peer reviewers and contributors for sharing their research and expertise through JSLAT! It has been an honor to learn from and with you. Stemming from their efforts, we sincerely hope that you enjoy reading the research selected as part of our 30th volume. Previous issues of the JSLAT are available online at: https://journals.librarypublishing.arizona.edu/jslat/. Finally, to learn more about the graduate interdisciplinary Second Language Acquisition and Teaching (SLAT) program at the University of Arizona, including faculty biographies, program news, and student resources, please visit the SLAT website: http://slat.arizona.edu.

Hongni Gou
Doctoral Candidate
Second Language Acquisition and Teaching
JSLAT Senior Editor (2023-2024)
The University of Arizona
hongnigou@arizona.edu

Kate Shea
Doctoral Candidate
Second Language Acquisition and Teaching
JSLAT Junior Editor (2023-2024)
The University of Arizona
kateshea@arizona.edu