
Editors' Message: Seventh Volume of the *MSU Working Papers in Second Language Studies*

The Editorial Team is pleased to introduce the 7th volume of the *MSU Working Papers in Second Language Studies*. The *Working Papers* is an open-access, peer-reviewed outlet for disseminating knowledge in the field of second language (L2) research. The *Working Papers* additionally has a two-layered formative aim. First, we welcome research that is “rough around the edges” and provide constructive feedback in the peer review process to aid researchers in clearly and appropriately reporting their research efforts. Similarly, for scholars working through ideas in literature reviews or research proposals, the peer review process facilitates critical yet constructive exchanges leading to more refined and focused presentation of ideas. Second, we extend an opportunity to in-training or early-career scholars to lend their expertise and serve as reviewers, thereby gaining practical experience on the “other side” of academic publishing and rendering service to the field. Of course, we also value the interviews with prominent L2 researchers and book/textbook reviews we receive, which provide a useful resource for L2 scholars and teachers. We must acknowledge (and in fact are quite glad to) that without the hard work of authors and reviewers, the *Working Papers* would not be possible.

This volume of the *Working Papers* features two empirical research articles, a research proposal, a literature review, and two reviews. Before introducing these articles in detail, however, we wish to reflect on the history of the *Working Papers* by answering a simple question: What happens once an article is published in the *Working Papers*?

Life after Publication

As an open-access journal, the *Working Papers* lives on the internet, freely accessible by just about anyone. Importantly, it is also indexed by *Google Scholar*. Searching for “MSU Working Papers in Second Language Studies” (using the *published in* field of the advanced search) yielded 43 entries at the time of this writing, covering the previous six volumes. While the *Working Papers* would not pretend to attract the kind of attention afforded to flagship L2 journals, we are happy to report that work published in our journal does reach other scholars, occasionally leading to citations in their work. Table 1 highlights our most-cited articles.

Some of the citations lead to informal academic venues, such as teacher or scholar blogs. For example, Ahn's (2014) literature review was featured in a Polish academic blog. Our articles are also utilized more formally by scholars-in-training: Ballard (2013), along with several other *Working Papers* articles, has been cited in capstone/thesis projects. Some of the *Working Papers* articles have connections to rather substantial work. For example, Shea (2010) has been cited by work featured in the *International Journal of Learner Corpus Research* (Granger, 2015). Impressively, White (2010) has been cited in articles appearing in *Applied Linguistics* (Amuzie & Spinner, 2013) and *Second Language Research* (Chrabaszcz & Jiang, 2014), both of which are highly-regarded L2 journals.

Table 1
Most-Cited Articles according to Google Scholar

Author	Year	Title	Citations
Shea	2009	A Corpus-Based Study of Adverbial Connectors in Learner Text	10
White	2009	Accounting for L2-English Learners' Article Choices	9
Chen	2012	Differences in English Compliment Responses between Native English Speakers and Chinese English Learners	4
Ballard	2013	Student Attitudes toward Accentness of Native- and Nonnative-Speaking English Teachers	3
Ahn	2014	Attention, Awareness, and Noticing in SLA: A Methodological Review	2

While an article in the *Working Papers* may not make waves in the field, it is likely to be read and appreciated by other L2 scholars, and it might even make its way into the reference list of a top-tier journal article. This sort of transmission and connection is what makes the *Working Papers* worth doing and continuing. On that note, we now look to current volume.

The Current Volume

This volume of the *Working Papers* begins with a research paper by Jessica Fox, a doctoral candidate in the MSU Second Language Studies program. Fox's article, "Common Topic, Similar Hope: Positioning of Chinese International Students Abroad," presents a fascinating case study of a Chinese student's academic journey in the United States. Next is a research article by Yeon Heo, who recently earned a PhD from the Second Language Studies program. Heo's research, titled "The Effects of Form-Focused Instruction on Implicit and Explicit Grammar Knowledge and Comprehension," explores the effectiveness of three techniques for teaching grammar to L2 learners, addressing a major concern for language teachers and second language acquisition researchers alike.

Our next contribution comes from two students in the MSU Second Language Studies doctoral program: Susie Kim and Hyung-Jo Yoon. Their research proposal, "Stop Using *that*: Expressing Definiteness in Korean," provides motivation and a method to study L1 English L2 Korean learners' interpretation and production of overt and covert definiteness in the target language. Next, Dan Isbell, a second-year student in the Second Language Studies program, provides a review of the literature that has been published on "The Perception-Production Link in L2 Phonology." He reviews and critiques empirical research designs and interpretations and presents directions for future research.

We conclude this issue with two book reviews. First, Ina Choi, a doctoral candidate in the MSU second language studies program, reviews *Language and Learning in Multilingual Classrooms: A Practical Approach*. The book provides practical guidelines to teachers, educationists, and administrators who are directly and indirectly involved with language teaching in multilingual and multicultural classrooms. Second, Laura Eikhoff, an MSU MA TESOL graduate, reviews the textbook *Real Reading 1*, which focuses on developing intensive reading skills and vocabulary in adult English language classrooms.

We hope you enjoy reading these articles as much as we enjoyed seeing them evolve over the last several months. And if we may close with a promotion, stay tuned for the next *MSU Working Papers in Second Language Studies* call for papers- we want to see your work in our next volume.

The Editorial Team

Daniel R. Isbell, Research Articles Editor

Hima Rawal, Interviews and Reviews Editor

Magda Tigchelaar, Research Proposals and Literature Reviews Editor

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