Editors’ Message

Dear Reader,

On behalf of the editorial team we are pleased to introduce the sixth issue of the MSU Working Papers in Second Language Studies. The MSU Working Papers in SLS is an open access publication, the content of which is distributed freely online. The materials are accessible without restrictions.

Ever since the inaugural issue, which was published in 2009, the Working Papers have been organized, written, reviewed, selected, proofread, and edited by volunteers affiliated with the Second Language Studies and TESOL programs at Michigan State University. The main purpose of the journal is to provide a platform for students to get familiar with the publication process through publishing the works they prepare during their studies including course projects, qualifying research papers, and Master’s theses.

This issue of the Working Papers features one full research paper, “Investment and Translanguaging: A Case of Nepalese Immigrant Women in Michigan.” In her study, Hima Rawal, a first-year doctoral student in the MSU second language studies program, provides insight into how adult immigrants learning English choose to utilize different resources to achieve communicative success. It also describes how they make use of translanguaging in the negotiation strategies they employ to navigate communication with both native and nonnative speakers of English.

The Working Papers also showcases works in progress. This year, we publish a research proposal and a literature review paper. It is our hope that readers will send any helpful feedback to the authors. Laurel Waller, an MSU MA TESOL graduate, proposes research on students’ motivational characteristics and their perceptions and reactions to written corrective feedback. Her study could provide preliminary evidence for the motivational underpinnings of how learners perceive and act upon teachers’ feedback. Next, Lisa Domke, a doctoral student from the MSU Curriculum, Instruction, and Teacher Education (CITE) program, provides a thorough review of literature on integrating language and content instruction in English American K-12 immersion classrooms.

This issue contains interviews featuring a diverse set of second language researchers. Dr. Joe Barcroft, a former student of MSU’s Dr. Bill VanPatten, discussed the importance of counterintuitive findings in SLA research. Dr. Patricia Duff shared her views on the generalizability of case studies. Dr. Dana Ferris talked about bridging the gap between teaching theory and practice with respect to grammar feedback. Finally, Dr. Keith Folse gave insight into “how you can let students run the show and still teach them a language.”

We conclude this issue with Laura Eickhoff’s review of Grammar and Beyond, 3, a textbook introducing a corpus-based, three-dimensional framework approach that demonstrates a clear pedagogical process of presentation and learning that can help keep students engaged with its wide variety of tasks and themes.

Finally, in addition to the contributors to this issue, we would like to thank the volunteer section and copy editors whose names are listed below and Magda Tigchelaar. We are indebted to the anonymous reviewers who provided valuable feedback on various drafts of the articles. We also received support from Dr. Paula Winke and the rest of the SLS
department, and Russ Werner, who provided tech support for the Working Papers website. Without the help of these volunteers, the Working Papers would not be possible.

All of the volunteers listed below are MSU students:

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