

EDITORS' NOTE

Welcome to volume eleven of the *Arizona Working Papers in Second Language Acquisition and Teaching*. This project is made possible by the financial assistance of the Graduate College of the University of Arizona. We are especially grateful to our faculty advisor, Dr. Beatrice Dupuy, for her support and advice. It was a great pleasure collaborating with her in editing this year's issue of the *Arizona Working Papers*.

This issue of the *Arizona Working Papers* is, like all the issues before, a truly collaborative effort. It would not have been possible without the commitment of the area editors, who contributed their time and judgment to the development of the manuscripts. Special thanks go to Angela Ferguson (Pedagogy), Kim Helmer (Use), Pat Bolger (Processes) and Keith Johnson (Analysis). We would also like to thank the authors for submitting their papers to this publication and acknowledge their commitment to high standards in scholarly work.

We would also like to take this opportunity to remind our readers that the papers included in this publication are working papers, and as such, any reference to them should make mention of their preliminary nature. In addition, any reproduction of the contents of the papers contained in this volume should only be made with adequate citation and with the consent of the author(s).

This issue features papers submitted by SLAT students, alumni and faculty from the areas within the SLAT program (L2 Pedagogy, L2 Use, L2 Processes, L2 Analysis). It includes two collaborative papers in processes, one collaborative paper and one individual paper in pedagogy, two individual papers in use and one in analysis.

- Janet Nicol and Teresa R. Bell explore similarities and differences in language processing by native and non-native speakers of German.
- Julian Heather investigates intercultural miscommunication in a composition tutorial setting. The misunderstandings between a native English speaking tutor and a native Hebrew speaking student are explored.
- Senta Görtler encourages the use of corpus linguistics in language teaching materials design by analyzing the usage of the German causal connector *weil* in several corpora and in textbooks.
- Jun Zhao examines the importance of teaching cultural connotations of various vocabulary items in an English as a Foreign Language context—China.
- Sara Beaudrie, Alan Brown and Greg Thompson, explore the relationship between student-, peer-, and self-evaluations in the

foreign language classroom. The results show a discrepancy between the three types of assessment.

- Natalya Samokhina proposes an optimality-theoretical (OT) account of voicing assimilation in Russian and Hebrew that views this phenomenon as a result of faithfulness and markedness constraints interaction.
- Jody Cripps and Sam Supalla propose modifications to the Peabody Picture Vocabulary Test (PPVT) that can better accommodate deaf students, potentially improving their vocabulary learning and testing experiences.

We hope you will find the articles as engaging and worthy of scholarly interest as we have.

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