

SECOND LANGUAGE STUDIES – A NEW DAWN**DUSTIN CROWTHER***University of Hawai‘i at Mānoa*

To begin, the new *Second Language Studies* editorial team would like to thank you for joining us as we embark on a new era for the journal. We begin by expressing our gratitude to Dr. JD Brown, who for over 25 years served as editor and is now enjoying his retirement by continuing to be active on the publication front (e.g., Brown & Crowther, under contract; Brown & Grüter, 2020). A review of Dr. Brown’s 25 years as editor reveals the publication of a wide range of topics relevant to second language studies, spanning not only the theoretical and pedagogical, but also the local and global. More importantly, during these 25 years, Dr. Brown has provided graduate students, as well as faculty, a venue to gain valuable publication experience, with *Second Language Studies* serving as a venue for scholarly contributions ranging from needs analyses to scholarly papers to works-in-progress. As such, before discussing the journal’s path moving forward, we once again thank Dr. JD Brown for the 25 years he has dedicated to *Second Language Studies*.

LOOKING AHEAD

The primary objective of *Second Language Studies* remains the same as it was under Dr. Brown. That is to promote faculty and graduate student scholarship that reflects the graduate curriculum of the University of Hawai‘i at Mānoa’s Department of Second Language Studies. This curriculum emphasizes both applied and theoretical perspectives in the study of how additional languages are used, learnt, and taught across the globe. Administratively, one area we have chosen to expand moving forward is an increased graduate student presence on the editorial side of *Second Language Studies*, inclusive of both authorship and peer review. It is for this reason I am proud to use the pronoun *we* to capture the input of our current editorial board: Micah Mizukami, Thu Ha Nguyen, and Kristen Urada. We also acknowledge early input from Kendi Ho and Yu-Han Lin. Of course, the editorial opportunities we aim to provide graduate

students require the submission of manuscripts. As such we begin by considering this very question.

WHAT TO SUBMIT TO *SECOND LANGUAGE STUDIES*?

Traditionally, *Second Language Studies* has accepted what are commonly referred to as working papers. While definitions may vary slightly, generally a working paper serves as a means to share preliminary findings of research that will undergo further revision and expansion before being submitted for publication in a peer reviewed journal. As such, working papers are generally submitted by students, faculty, instructors, etc. of a particular institution for publication in a working paper journal published through that same institution. Or in our case, *Second Language Studies* generally accepts submissions from students, faculty, instructors, etc. affiliated with the Department of Second Language Studies at University of Hawai‘i at Mānoa. Working papers receive informal peer review to help submitting authors receive initial feedback on their work, which may in turn also help them further develop their research for publication in mainstream journals in the future.

As simple as the above description may seem, an ongoing concern, especially for graduate students, is to what extent producing a working paper will impact their chances for publication in a mainstream journal. I personally have wrestled with this concern both as an author and while serving on two working paper publication committees at two different institutions. For this reason, acquiring contributions for working paper publications can be extremely difficult. Despite this personal experience I do not have a clear answer to this dilemma. I have encountered a couple general suggestions:

- a working paper should at the very least be substantially revised before submission to a mainstream journal.
- a working paper should present preliminary data and analyses, with the likelihood of additional data and additional analyses to be added in subsequent versions.

For those who find the above suggestions a bit vague, I agree. For the first suggestion, it is not clear what it means for a paper to be “substantially revised”. For the second, there is a question as to what extent other sections of a working paper need to be revised (for example, literature review, methodology).

Despite having raised these concerns, I cannot yet present an answer. Instead, I have identified these existing concerns as a target for a future editorial (spring 2021?), with the hope to gain insight from editors of mainstream second language studies and applied linguistics journals. For now, we here at *Second Language Studies* can only highlight some of the work that we are interested in:

- in-progress research, which may consist of pilot data, or focus on an early stage of data collection;
- completed research that is not intended for submission to peer reviewed journals;
- scholarship directly relevant to Hawai‘i and the Asia-Pacific region that may not have a scholarly home elsewhere;
- needs analyses focused on language programs housed at the University of Hawai‘i and neighboring institutions;
- theoretical papers that address key issues in second language use, learning, and teaching. Such papers should be situated in existing literature (i.e., these are not simply opinion pieces); and
- reviews of second language studies textbooks, language learning textbooks, language teaching textbooks, language learning technology, language tests, etc.

The above list is not all inclusive, as we are open to all submissions relevant to second language studies. In general, the choice to submit a project as a working paper of course belongs to the authors, though our team is here to provide guidance and support as you ponder this decision.

THE CURRENT ISSUE

In our first issue, we are proud to present one conceptual overview, one empirical study, and a summary of recent graduate level work from the Department of Second Language Studies at the University of Hawai‘i at Mānoa.

Our first paper is provided by Phung, Choe, Diez-Ortega, Eguchi, Holden, Mendoza, and Nguyen, who introduce *Multi-‘ōlelo*, a new University of Hawai‘i funded initiative which aims to promote the dissemination of language related research through a range of accessible formats and across multiple languages. The authors provide a summary of how their initiative developed, where they currently stand, and their plans and objectives moving forward.

Crowther, Tigchelaar, Maloney, and Loewen is an extension of Loewen et al. (2019), published in *Studies in Second Language Studies*. Whereas Loewen et al. provided a quantitative analysis of SLS scholars knowledge of key statistical concepts, Crowther et al. here interviewed 12 experienced SLS scholars regarding their personal experiences developing statistical knowledge and conducting quantitative analyses. In other words, Crowther et al. present a qualitative study looking into quantitative knowledge in SLS scholarship

Urada provides a summary of milestone projects submitted by Department of Second Language Studies graduate students during the 2019/2020 academic year. More specifically, she provides a list of MA- and AGC-level scholarly papers and PhD-level dissertations. To highlight the range of work produced, a select number of these publications have been summarized.

We conclude our first issue with information regarding submission for our spring issue, targeted for May 2021. We again thank you for taking the time to read *Second Language Studies* and hope you enjoy our issue!

Sincerely,

Dustin Crowther

Micah Mizukami

Thu Ha Nguyen

Kristen Urada

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