

Introduction

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We were pleased to welcome the 2012 Second Language Research Forum to Pittsburgh, hosted jointly between the University of Pittsburgh and Carnegie Mellon University from October 18-21, 2012. This marked only the second time that SLRF has been hosted jointly by two universities, with the first being in 1993 by the same universities. The conference was truly an international one, with over 550 attendees from 28 countries. Second language acquisition is a highly interdisciplinary field, and this was reflected in the conference theme, Building Bridges Between Disciplines: SLA in Many Contexts. Indeed, the conference's 210 paper presentations and 90 poster presentations (chosen from over 600 submissions) embodied this theme, covering the wide variety of contexts in which second language (L2) research is conducted, as well as the contexts in which second languages are learned, acquired, instructed, and used.

This theme was also evident in the plenary talks. Patricia Duff (University of British Columbia) spoke on triangulation in SLA research, Bill VanPatten (Michigan State University) spoke about aptitude and its implications for instructed SLA, Natasha Tokowicz (University of Pittsburgh) spoke about translation ambiguity and its effect on language learning, processing, and representation; and Brian MacWhinney (Carnegie Mellon University) spoke about links between first and second language acquisition theories. In addition, the conference featured six thematic colloquia: *Second Language and Literacy Acquisition by Low-educated Adults* (organized by Martha Young-Scholten, Newcastle University), *Functional and Formal Approaches to SLA* (Yasuhiro Shirai and Alan Juffs, University of Pittsburgh), *Developmental Perspectives on Second Language Writing* (Dudley Reynolds, Carnegie Mellon University Qatar), *Reading in a Second Language: Processes and Challenges* (Charles Perfetti, University of Pittsburgh, and Keiko Koda, Carnegie Mellon University), *L2 Speech Perception in Richly Informative Environments* (Luca Onnis, University of Hawai'i at Manoa), and *Exploring the Links between Executive Function, Second Language Acquisition, and Bilingual Language Processing* (Anat Prior, University of Haifa).

The twenty peer-reviewed papers included in the *Selected Proceedings of the 2012 Second Language Research Forum* further reflect the diversity of second language research and the important interconnections between different contexts of research. The volume is organized into seven sections, each covering a different approach to second language studies, with clear links between all of them. The first section, Acquisition and Encoding of L2 Phonology, contains four papers investigating the impact of first language phonetics on second language suprasegmentals and the phonetics of L2 lexical encoding (Schaefer & Darcy; Colantoni, Marasco, Steele, & Sunara; Kojima & Darcy; and Daidone & Darcy). The second section, L2 Morphological Processing, contains two papers on the processing of L2 morphology, analyzed using a formal theoretical approach (Renaud & Covey; Kim). The third section, Syntactic Structures in L2, contains four papers investigating a variety of syntactic phenomena in L2, including interrogatives, strong and weak resultatives, direct object marking, and relative clauses (Hasebe & Maki; Yotsuya, Asano, Koyama, Suzuki, Shibuya, Iwagami, Endo, Ono, Takeda, & Mirakawa; Killam; and Lorente Lapole). The section on The Lexical-Syntactic Interface contains four papers that tackle the border between syntax and the lexicon, including the relationship between lexical items and mood, psychological adjectives, anaphors, and generics in L2 learners (Gudmestad; Hirakawa & Suzuki; Ivanova-Sullivan; Snape, Hirakawa, Hirakawa, Hosoi, & Matthews). This section also contains two papers that are notable for their study of heritage and child returnee learners. Additionally, in the section Word Learning and Processing, there are two papers that directly address

the field of second language vocabulary learning and the impact of both characteristics of the words and learning experiences on learning outcomes (Tokowicz; Suethanapornkul). The sixth section, Individual Differences in L2 Learning, contains two papers focusing on the hot topics of motivation and metalinguistic awareness in L2 (Linford; Jackson). Lastly, the final section, Applications of L2 Research, includes important papers on graduate instructors' feedback in the L2 classroom and an introduction of a new, extensive online database of L2 learner productions (Gurzynski-Weiss; Geertzen, Alexopoulou, & Korhonen).

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