Acknowledgements

doi https://doi.org/10.1075/rmal.3.ack

Pages ix-x of **Instructed Second Language Acquisition Research** Methods Edited by Laura Gurzynski-Weiss and YouJin Kim

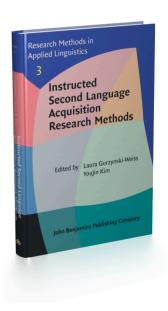
[Research Methods in Applied Linguistics, 3]

© John Benjamins Publishing Company

2022. xxiv, 388 pp.

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights



Acknowledgements

This volume was possible due to the generosity of energy, time, feedback, and support of numerous colleagues. First and foremost, we would like to thank Rosa M. Manchón (Editor of the *Research Methods in Applied Linguistics* book series), Kees Vaes (Acquisitions Editor at John Benjamins), and the team at John Benjamins for the invitation to create this project, and for their impactful guidance throughout. In particular, Rosa's detailed comments at various steps of this project have greatly improved the volume. Additionally, we are wholeheartedly grateful for our colleagues who contributed. Thank you for sharing your genius in such an accessible way.

We would like to acknowledge the reviewers, who provided comprehensive and useful comments that greatly strengthened the volume: Rebekha Abbuhl (California State University Long Beach, United States), Rosa Alonso (University of Vigo, Spain), Jennifer Behney (Youngstown State University, United States), Alessandro Benati (Anaheim University, United States), Frank Boers (Western University, Canada), Carly Carver (Augusta University, United States), Tracey Derwing (University of Alberta, Canada), Patricia A. Duff (The University of British Columbia, Canada), Martin East (University of Auckland, New Zealand), Marta González-Lloret (University of Hawai'i at Mānoa, United States), Suzanne Graham (University of Reading, United Kingdom), Mark Johnson (East Carolina University, United States), Sara Kennedy (Concordia University, Canada), Avizia Long (San José State University, United States), Josh Matthews (University of New England, Australia), Marije Michel (University of Groningen, Netherlands), Ryan Miller (Kent State University, United States), Rosamund Mitchell (University of Southampton, United Kingdom), Atsushi Mizumoto (Kansai University, Japan), Mirosław Pawlak (Adam Mickiewicz University, Poland), Ana Pellicer Sánchez (University College London, United Kingdom), Luke Plonsky (Northern Arizona University, United States), Graeme Porte (University of Granada, Spain), Andrea Révész (University of London, United Kingdom), Ellen J. Serafini (George Mason University, United States), Rachel Shively (Illinois State University, United States), Julio R. Torres (University of California Irvine, United States), Nicole Tracy-Ventura (West Virginia University, United States), Pavel Trofimovich (Concordia University, Canada), Paula Winke (Michigan State University, United States), and Haomin (Stanley) Zhang (East China Normal University, China). We would also like to express our gratitude as well to colleagues Andrea Révész (University of London,

United Kingdom) and Caroline Payant (Université du Québec à Montréal, Canada), for valuable additional feedback on Chapters 1, 6, and 15.

We are indebted especially to colleagues from Indiana University (United States): Megan DiBartolomeo provided outstanding research assistance throughout this project (made possible in part by a generous grant from the Department of Spanish and Portuguese), and Megan Solon provided exceptional consultation and editing in the final stages. Their attention to detail, careful reading, and generosity of time truly made the difference.

We are also grateful for the wonderful graduate students we have worked with throughout the years at Indiana University and Georgia State University, and especially those who piloted the volume in an Instructed Second Language Acquisition Research Methods seminar taught at IU during the spring of 2022: Marcela de Oliveira e Silva Lemos; Nick Blumenau; Katie Lindley; Rachel Garza; Estefany Sosa; Christine Song; and Mike Uribe.

We would like to acknowledge several frolleagues (friends/colleagues) who provided support and encouragement throughout our COVID-impacted writing: Melissa Baralt, Ellen J. Serafini, Julio R. Torres, Luke Plonsky, Kim Geeslin, Caroline Payant, Nicole Tracy-Ventura, Ute Römer, Andrea Révész, and Manuel Díaz-Campos: we appreciate you more than we can put into words. Thank you for the always on-point memes and GIFs that powered us through when needed, for being a sounding board to process our ideas, and for your ánimo, understanding, and humor when it was needed the most.

Finally, we would like to thank our collaborators in non-academic life.

From Laura – Heartfelt thanks to Nick, Felix, and Vesper Weiss for their love and contagious motivation to live each day as an adventure that begins and ends with snuggles and koala hugs. I could not be more grateful. Thank you, too, to my parents, Ted and Kathy Gurzynski, and to our babysitters, Annie Tuszynski and Maggie Bott, who provided much-needed backup when we needed to constantly pivot. Finally, a massive thank you to my co-editor YouJin: it was an honor to create this volume with you and have an excuse for weekly meetings. You are an inspirational colleague and an even more special friend.

From YouJin – Special thanks to my parents, Bokhee Song and Deokgon Kim, who always believe in me and motivate me to see the outside the box and to think big. Also I want to extend my gratitude to Hyung Ju Pak for all of his support and love during the long journey. You inspire me everyday and remind me of why I love what I do. Additionally, I cannot thank my co-editor Laura enough: Working with you over the last two years on this special volume has been an incredible experience that I cherish so much!