

PREFACE

This is the first issue of *El Two Talk*, selected and edited by the Student Association of the Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching (SLAT) at the University of Arizona. *El Two Talk* will be an occasional publication of the program which presents work in progress, primarily by its students and faculty.

The SLAT curriculum offers four areas of major specialization, and every issue of *El Two Talk* will include at least one paper that is representative of each of these areas. In the current publication, the specialization in (1) **L2 Analysis** is represented by two papers on typological properties of Chinese (by Ning Yu and Junlin Pan) and one on semantic change in Korean as a result of lexical adoption from English (by Rod Tyson); (2) **L2 Use** by papers on pragmatic transfer from Arabic L1 to English L2 (by Mohammed Ghawi) and on the transfer of rhetorical strategies from Japanese L1 to English L2 (by Shoji Takano); (3) **L2 Processes and Learning** by an integrative discussion of the parameter concept and learnability considerations (co-authored by Martha Schulte-Nafeh and Paola Dussias); and (4) **L2 Pedagogical Theory and Program Administration** by papers reporting on the use of group dialogue journals in a nonnative English composition course (by Gail Shuck) and on gender effects in the use of computer assisted instruction in a foreign language context (by Lydie Meunier-Cinko).

The student editors of this volume invited a faculty member to react to each paper, including constructive criticism and addressing broader issues in theory and methodology. In most cases, the "work in progress" reported here will be revised and submitted for publication elsewhere; comments and suggestions from other readers to the individual authors will thus also be greatly appreciated.

A brief description of the SLAT program and a list of current faculty members are included at the end of this publication. The rationale for organizing SLAT as an interdisciplinary program rather than within departmental bounds was made with the conviction that understanding of the processes and practices of second language acquisition and teaching involves consideration of the interrelationships of language, learner (cognitive, affective, and social), and instructional variables, and with the belief that the conduct of research and the training of new scholars can thus best be implemented in a structure which minimizes disciplinary barriers. Contents of *El Two Talk* will reflect that philosophy.

Muriel Saville-Troike
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