

PREFACE

It is with pleasure that I present the sixth issue of the *Arizona Working Papers in Second Language Acquisition and Teaching* (SLAT). The papers in this collection are solicited, selected and edited by students in the SLAT Interdisciplinary Ph.D. program at the University of Arizona. All the papers present work in progress.

Each issue of *Arizona Working Papers in SLAT* will attempt to reflect the four curricular specialty areas in the SLAT Program. They are: 1) L2 Analysis, 2) L2 Use, 3) L2 Process and Learning, and 4) L2 Pedagogical Theory and Program Administration.

This edition of the *Arizona Working Papers in SLAT* includes contributions by Ellen Courtney who considers the appearance of a VOV pattern in child L2 Spanish whose L1 is Quechua. Courtney writes that this represents transfer of a pragmatic strategy and not a transitional, illicit, hybrid grammar. Adrian Wurr visits the debate about whether reading in a second language is different than in the first language while Carol Johnson discusses the efficacy of the potential application of Auditory Integration Training (AIT) on the ability of native Japanese speakers to perceive English. Other contributors include Delia Greth, Matthew Finkbeiner, and Dalila Ayoun. Greth asks the question, "How many cows are there in a herd?" Here she considers notional number in Spanish subject-verb agreement, and Finkbeiner addresses the acquisition of L2 spatial prepositions including the preposition, *over*, in Chinese. Finally, Dalila Ayoun revisits standard assumptions in principles-and-parameter theory. Here she considers empirical data from a range of languages, languages which raise questions from a learnability perspective in both first and second language acquisition.

As the title states, these papers are all working papers and so should be taken in that spirit. These young scholars, of course, would certainly be interested in comments and suggestions from the reader.

A brief description of the SLAT program with a list of current faculty members is included at the end of this publication. Additional information is available from the Program office.

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