

EDITORS' NOTE

Welcome to volume twelve of the *Arizona Working Papers in Second Language Acquisition and Teaching*. This project is made possible with the financial assistance of the Graduate and Professional Student Council Professional Opportunities Development Fund. In this era of financial cutbacks, this grant proved instrumental in allowing this journal to be published in hard copy format, in addition to an online version. We appreciate Dr. Linda Waugh's support in obtaining this grant. We'd like to thank our faculty advisor, Dr. Iliana Reyes, for her willingness to serve in this capacity. We'd also like to express our appreciation for Dr. Antxon Olarrea who shared our vision of a bilingual edition and contributed greatly during the editorial review process.

This issue of the *Arizona Working Papers* is, like all the issues before, a truly collaborative effort. It would not have been possible without the commitment of the area editors, who contributed their time and judgment to the development of the manuscripts. Special thanks go to Sara Beaudrie (Pedagogy), Margaret W. Smith (Use), Patrick Bolger (Processes) and Natalya Samokhina (Analysis). We would also like to thank the authors for submitting their papers to this publication and acknowledge their commitment to high standards in scholarly work.

We would also like to take this opportunity to remind our readers that the papers included in this publication are working papers, and as such, any reference to them should make mention of their preliminary nature. In addition, any reproduction of the contents of the papers contained in this volume should only be made with adequate citation and with the consent of the author(s).

This issue features papers submitted by SLAT students and faculty from the areas within the SLAT program (L2 Pedagogy, L2 Use, L2 Processes, L2 Analysis). It includes one collaborative paper in Processes, one individual Analysis paper written in Spanish, two individual papers in Pedagogy, and two individual papers that bridge both Pedagogy and Use.

- Norma Barletta Manjarrés explores the washback effect of the obligatory foreign language test in Columbia. She also describes how the test is perceived by teachers and students alike.
- Sara Beaudrie's work examines the semantic interpretation of the notion of focus and its incidence in syntax. This project supports the widely accepted argument that focus does not present a uniformly semantic notion.
- Jody H. Cripps, Kara A. McBride, and Dr. Kenneth I. Forster investigate phonological and orthographical effects on lexical

retrieval in hearing and deaf participants using masked priming techniques.

- Lance Askildson discusses the pedagogical usefulness of employing humor in the classroom. He looks at humor both as an object of cultural and grammatical study and as a tool for teacher and student relations.
- Jessica Gerson analyzes how an ESL instructor responds to non-native composition students' collocations. She accounts for these responses by considering the instructor's political beliefs regarding global communication, student preparation, and underlying beliefs regarding second language acquisition and teachability of routine language.
- Margaret Smith analyses students' awareness of the rhetoric used for culturally and linguistically different audiences. Directness, politeness and lexical choices are explained in texts and interviews.

We hope you will find the articles as engaging and worthy of scholarly interest as we have.

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