

PREFACE

It is my pleasure to present the twelfth issue of Arizona Working Papers in Second Language Acquisition and Teaching (SLAT). The papers in this collection have been selected and edited by graduate students in the SLAT interdisciplinary Ph.D. program at the University of Arizona. I would like to commend Kristina Beckman-Brito and Elizabeth Specker for their conscientious work and high standards in editing this volume. The professionalism with which they approached the task and their exceptional time commitment in preparing the Arizona Working Papers are admirable.

SLAT is an interdisciplinary program based on the conviction that an 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 on the belief that research into these processes and practices, as well as the professional development of new scholars, can be best implemented in a structure which minimizes disciplinary boundaries. The papers appearing in this volume reflect that philosophy.

This current issue, like previous ones of the Arizona Working Papers, reflects the four curricula specialty areas in the SLAT program: 1) L2 Pedagogical Theory and Program Administration, 2) L2 Use, 3) L2 Processes, and 4) L2 Analysis. The articles contained herein are works in progress. In most cases, the authors plan to revise their contributions and submit them for publication elsewhere. This volume is intended as a space for scholarly exchange; thus, any questions, comments, and suggestions would be appreciated during the process of revision. Comments should be addressed to the individual authors. The authors are primarily SLAT graduate students, alumni, and faculty. Several papers are the result of collaborative efforts between students and between faculty and students, which is consistent with our philosophy that graduate students are junior colleagues.

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

Iliana Reyes
Assistant Professor
Department of Language, Reading and Culture
University of Arizona