

PREFACE

I am delighted to present the fourteenth issue of Arizona Working Papers in Second Language Acquisition and Teaching (SLAT). The papers in this collection have been solicited, selected and edited by graduate students in the SLAT interdisciplinary Ph.D. program at the University of Arizona. It was a pleasure to work with the editors for this volume, Lance Askildson and Robert Cote, as well as with the specific area editors. I was very much impressed with the dedication with which they carried out their task, resulting in a truly excellent interdisciplinary issue. These editors made serving in this position a truly enjoyable task. I have served on the editorial boards of several journals and edited a number of books, and I can say that without question the level of professionalism and effort that goes into producing these volumes is very much comparable with major journals in the discipline. Despite the fact that these contributions are working papers and are open to be published elsewhere, each of the papers here was given anonymous peer review and a thorough vetting by the editorial board. This year the working papers received an unprecedented number of submissions, and less than 50 percent of these submissions were accepted for inclusion. I honestly wish many professional journals gave as much care and attention to their contributions as the editors of this volume did. I'd also like to offer Lance and Robert a special congratulations this year implementing the transition from an expensive and hard-to-distribute print volume to a more widely accessible web-based contribution, which included preparing and making previous volumes available. Both editors have worked exceptional hard this year, and I expect you will be impressed with the fruits of their labors.

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.

As all issues of the Arizona Working Papers, the current issue 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, illustrating the program's broad and collaborative nature. Despite the fact that they have been carefully selected and edited, the articles contained herein are works in progress. The authors generally 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. 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. New this year, we are also excited to include some contributions from scholars outside the University of Arizona who are interested in the important questions in SLA. I think this shows the growth of the reputation of our unique SLAT program.

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.

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