

## PREFACE

I am very pleased to present this fifteenth issue of *Arizona Working Papers in Second Language Acquisition and Teaching* (SLAT). The papers in this issue have been solicited, selected and edited by graduate students in the University of Arizona SLAT interdisciplinary Ph.D. program. It was a pleasure to work with the Managing Editors of this volume, Robert A. Coté and Helen Shishkin, as well as with each of the specific area editors representing the four curricular specializations of SLAT (L2 Pedagogical Theory and Program Administration, L2 Use, L2 Analysis, and L2 Processes). I was most impressed with the dedication, professionalism and efficiency of each member of this editorial team, whose care and attention have made possible the presentation of this collection of excellent papers. This collection represents the best from among the submissions received, and these student editors deserve recognition for the outstanding performance of their duties in the processes of selecting manuscripts and making suggestions for revisions.

SLAT is an interdisciplinary program structured to reflect the conviction that in order to understand the processes and practices of second language acquisition and teaching one must take into consideration the interrelationships of language, learner (cognitive, affective, and social) and instructional variables. The structure of the program also reflects the belief that research into these processes and practices and the training of scholars in these areas can best be implemented in a program which minimizes disciplinary boundaries. 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 and at the Program website (<http://w3.coh.arizona.edu/slat/>).

Despite the fact that the articles included in this issue have been carefully selected and edited, they are to be regarded as works in progress. The authors who contribute to *Arizona Working Papers* generally plan to revise their papers and submit them for publication elsewhere. This volume is intended to serve as a medium for scholarly exchange, and thus questions, comments and suggestions would be welcome during the process of revision. Please address these to the individual authors directly.

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