

## PREFACE

It is with great pleasure that we present the twenty-fifth issue of Arizona Working Papers (AWP) in Second Language Acquisition and Teaching (SLAT). This issue covers a wide variety of topics that address language ideologies, third language acquisition, technology use in collegiate foreign language programs, and word-to-meaning comparisons in first and second language acquisition.

Manuscripts for the AWP were solicited, selected, and edited by graduate students in the interdisciplinary SLAT Program at the University of Arizona. SLAT Ph.D. students served as editors and worked as a team to evaluate submissions, provide valuable feedback and revision suggestions to authors, and participate in the final editing process. Their substantive reviews provided valuable suggestions to guide authors in their revision process and important feedback to assist the editors in making publication decisions.

This issue came to fruition due to the tireless dedication and scholarly contributions from the Senior Managing Editor, Adriana Picoral, and Associate Editor, Jeroen Gevers. Their strong editorial skills positively shaped the manuscript selection, revision, and publication processes and provided a vehicle to practically apply their knowledge of academic writing to produce a high-quality collection of articles.

The research in this issue reflects the unique multi-disciplinary nature of second language acquisition and teaching. Research methods and conceptual frameworks draw from such diverse fields as theoretical and applied linguistics, psychology, cognitive science, anthropology, sociology, and education. Likewise, contributing authors address multiple dimensions of second language learning in their work including cognitive, instructional, linguistic and sociocultural aspects of second language learning. This sort of transdisciplinary thinking crosses boundaries and thus paves the way for discussions that serve to unify and encourage cross-disciplinary connections in the field.

Although the articles included in this issue have been selected and peer-reviewed by SLAT PhD students, they are to be regarded as work in progress. The authors who contribute to the Arizona Working Papers typically plan to revise their manuscripts and submit them for publication elsewhere in the future. This volume is intended to serve as a medium for scholarly exchange, and readers are welcome to offer comments and suggestions directly to the authors.

A description of the UA SLAT program, including faculty biographies and additional information is available from the Program office and at the Program website (<http://slat.arizona.edu>).

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