It is with great pleasure that we present the twenty-fourth issue of the Arizona Working Papers in Second Language Acquisition and Teaching (SLAT).

This issue covers a wide variety of settings: from literacy level community based ESL to an upper division L2 Spanish course. It also investigates both cognitive aspects of SLAT (e.g., how the assessment of comprehension may differ from the assessment of learning) as well as social perspectives (e.g., the integration of sociolinguistic diversity into Spanish instruction). We are also pleased to represent the multilingual nature of SLAT by publishing not only in English but also Spanish in this issue.

The issue is a true credit to the graduate students in the interdisciplinary SLAT program at the University of Arizona. Senior Managing Editor of this volume, Jennifer Slinkard, showed strong leadership and excellent professional decisions that led to an exceptional group of papers in the final volume. Junior Managing Editor, Adriana Picoral, provided outstanding support that will carry us into the next volume. Area reviewers, also PhD students in the SLAT program, gave invaluable feedback to assist the editors in their decisions and to guide authors in their revisions.

Although the articles included in this issue have been carefully selected and critically edited, please note that they are to be regarded as work in progress. The authors who contribute to Arizona Working Papers typically plan to revise their papers and submit them for publication elsewhere. This volume is intended to serve as a medium for scholarly exchange, and hence you are welcome to offer your 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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