PREFACE

It is my pleasure to present this sixteenth 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. The SLAT program is an interdisciplinary program designed to reflect the multi-disciplinary nature of second language acquisition and teaching, including theoretical and applied linguistics, psychology, cognitive science, anthropology, sociology, and education. The theories, methods, and scholarly traditions of these fields are reflected in the synergetic work produced by SLAT students and reflected in the papers in this issue. A description of the UA SLAT program, including faculty biographies, is included at the end of this volume. Additional information is available from the Program office and at the Program website (http://w3.coh.arizona.edu/slat/).

It was a pleasure to work with the Managing Editors of this volume, Helen Shishkin and Lingxia Jin, as well as with each of the specific area editors representing the four curricular specializations of SLAT: Language Pedagogy (Rebecca Chiu), Psycholinguistics (Naoko Witzel), Linguistic Analysis (Miriam Diaz), and Language in Use (Helena Guerrero). All of the editors have worked hard to produce a professional collection of papers that covers a range of current, interesting, and relevant topics, and the editors deserve recognition for the careful attention they have given to selecting, reviewing and editing these manuscripts. 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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