FOREWORD

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ARAL XIX RATIONALE

This nineteenth volume of *ARAL* returns to a general overview of Applied Linguistics. While a wide range of topics could be covered in an overview volume, three major topics are addressed in some depth: second language acquisition, language use in professional contexts, and language assessment. These chapters complement and extend the chapters that appeared in *ARAL 15*, which used a similar organizing framework.

The SLA section comprises six chapters and covers issues from L1-L2 interfaces, cognitive approaches, and psycholinguistics, to sociolinguistics, pragmatics, and instructed SLA. A number of issues run through several of the chapters in this section: the role of UG in SLA, the need for longitudinal research on L2 development, the importance of process-based research in SLA, the role of direct instruction in SLA, the importance of instructional contexts on learning variation, and the relation between SLA and learning theory more generally.

Chapters by Foster-Cohen, N. Ellis, R. Ellis, and Segalowitz and Lightbown all point out the extent to which UG and Chomskyan views represent a major focus of theory building in SLA, despite the more recent emphasis on language processes, language variation, language performance, instructed learning, and psychological learning theory. Many SLA researchers feel strongly obliged to address UG directly in their work, whether or not they accept the positions asserted by UG. Aside from UG influences, there appears to be a strong trend toward exploring and demonstrating the benefits of direct instruction on SLA, including the value of negative input on learning, task-based learning and task variation, enhanced exposure to language form, a focus on specific forms in instruction, and implicit learning of complex patterns of variation. Current research suggests that many types of direct instruction and intervention enhance learning, though, as always, more research is needed.

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The chapters on pragmatics and sociolinguistics also point out the limitations on what can be learned through direct instruction. As pragmatic and sociolinguistic knowledge demands are incorporated into learning, directed instruction can provide the forms needed for specific contexts, but it is limited in developing notions of appropriate use for communicative intention and contextual variation. Instead, such knowledge and abilities to perform must be acquired through extensive exposure to social and cultural contexts, and the learner must be willing to adopt the cultural expectations of L2 users. In fact, relatively little is known of how learners acquire the pragmatic form-function relations associated with appropriate use in specific social contexts.

The second major section of this volume, language use in professional contexts, explores language use and language variation in five major professional settings: language and education, language and the law, language and medicine, language and science, and language and politics. A number of themes run across several chapters in this section and, in some cases, with the chapters in the SLA section as well. In several chapters, the importance of dialogue and conversational interaction is highlighted, either for its role in learning or for its impact on outcomes of professional language use. In addition, the role of power relations comes into play in many professional settings. In legal contexts, power arises from the professional conventions of language use and the strict hierarchy imposed by rituals of performance. In medical contexts, power relations extend beyond doctor-patient interactions and influence doctor-doctor interactions. In science uses, language takes on a metaphorical frame of reference, making such discourse less accessible to non-experts. Such restricted access is also pointed out by Wells in his discussion of learning and literacy genres that convey power.

The final major section examines recent developments in language assessment. In fact, there are a number of significant trends that are highlighted in these chapters. A common thread running through these chapters is the increasing emphasis on a modern version of validity in language assessment. In the 1990s, the notion of validity has undergone major interpretive and definitional changes. Modern views of validity incorporate all earlier perspectives on "validities" under the general notion of construct validity. And construct validity now involves not only evidence data but also consequential outcomes, thus taking on issues of ethics, social context influences, and test washback effects. Other major developments in assessment include trends toward computer-based instruction, the role of ethics and fairness in testing, new methods of construct measurement, and the recognition that task factors play a major role in test-taker performance.

In all three major section of this volume, new trends are emerging, linkages across sub-fields are developing, and new methods for assessing previously accepted theoretical positions are being incorporated. While it is inevitable that authors call for more research in their respective areas, it is also clear that many such calls involve issues that carry over to other domains of applied linguistics. If applied linguistics is to coalesce into a mature field, one

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measure of this stability will be more powerful research methods to support converging research results and to test theories of language learning and language use that have until now been difficult to establish or refute. In a sense, then, this volume is about emerging methods for research and their potential impact on our current view of applied linguistics. These methods will change how we understand language use and language learning in the coming decade.

PROCEDURAL NOTES

Since the *ARAL* series is, in part, meant to be a research reference tool, the following procedural notes are intended as a guide. All bibliographic entries follow the basic format of the Linguistic Society of America (LSA), although a unique citation form has emerged for the *ARAL* series. With respect to internal citation, the two types of bibliographies—*annotated* and *unannotated*—should be viewed as integrated, so that in instances where there is more than one entry for a given author for a particular year (e.g., 1990a; 1990b), it is possible that either of the entries may occur in either of the bibliographies; that is, 1990a may be in the annotated bibliography while 1990b may be in the unannotated bibliography, or vice versa. No items are duplicated between the two separate bibliographic lists; that is, the item identified as 1990a will *not* occur in both the annotated and the unannotated bibliography. Both types of bibliography—annotated and unannotated—are arranged in strict alphabetical order by the last name of the first author. Individual entries will precede works co-authored or co-edited by that same author (or set of authors). Repeated authors are indicated by the use of a solid line [_____] of the same length as the name (or names) it replaces. Sources that include cited articles may not necessarily be represented in either bibliographic list if they are not in general germane to the particular area under discussion; in general, belletristic works cited as examples (or for more literary purposes) are not included in either bibliographic list, though they are identified in detail in the article in which they occur. In all texts contributed to the *ARAL* series, an editorial effort has been made to conform generally to the usages and spellings common in the United States. Where possible, English translations of all non-English sources are provided. All contributed papers have been composed specifically for publication in the *ARAL* series and have not (unless otherwise specifically noted) appeared elsewhere previously, although their contents may have been used in whole or in part in oral presentations by the author(s).

The Editorial Directors do not assume responsibility for the positions taken by contributors. Contributions often involve issues of policy as well as more clearly language-related issues. The Editorial Directors wish to be held blameless for opinions and errors of fact expressed by any contributor. The Editor apologizes in advance for any editorial errors that may have crept into the texts and accepts full responsibility for any such editorial errors, but not for substantive errors which are the sole responsibility of each contributor. Bibliographies are prepared and submitted by the contributors; the Editor makes every effort to assure

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This nineteenth volume of *ARAL* continues the practice, first established in the third volume, of including a running index of authors cited and topics covered in previous issues of *ARAL*. However, this list became so large that it has become necessary to eliminate the listings from the earliest volumes. Thus, Volume 6 included a cumulative bibliography of Volumes 1 through 5; beginning with Volume 7 as each new year is added, the oldest year's citations have been dropped from the list. In this issue (Volume 19), the cumulative citation listing will include citations from Volumes 14 through 18. Beginning with Volume 5, a Contributor Index was added to the series; in each issue, previous contributors to *ARAL* are indexed in a single alphabetical list. With the *ARAL* series now in its second decade, the Contributor Index lists articles appearing in the previous ten years (Volume 9 through Volume 18). There is also a ten-year Subject Index.

The indices are presented separately—an *Author* Index, a *Subject* Index, and a *Contributor* Index—at the end of each volume. The Author Index cites every item that has appeared in the bibliographies accompanying each article. Each author citation is accompanied by one or more Roman numerals and Arabic numbers (e.g., Sharp, D. X/120). The Roman numeral represents the number of the *ARAL* volume in which the author is cited, and the Arabic number represents the page(s) in that volume in which the citation occurs. Thus, X/120 means that Sharp is cited in *ARAL X* (the volume published in 1990). Multiple sets of numbers (e.g., Bazerman, C. X/156; XI/72, XI/82, aXI/109) mean that the author is cited in more than one place. The prefixed lower case 'a' (e.g., in aXI/109) indicates that the citation occurs in an annotated bibliography. To the extent that *ARAL* may be said to represent the field accurately, the Author Index may be used as a citation index and be a supporting criterion for merit and promotion evaluation in U.S. institutions.

The Subject Index provides the traditional alphabetical list of topics covered, giving inclusive pages by volume for the point at which the discussion occurs (e.g., X/274–276); this entry indicates that the subject is covered on pp. 274–276 in Volume X. Multiple number sets (e.g., Variationist sociolinguistics: V/48-53; XI/3–16) indicate that the subject (*variationist sociolinguistics*, in this

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case) is discussed in two places in the series, once in Volume V on pp. 48–53, and again in Volume XI on pp. 3–16.

The Contributor Index provides a traditional alphabetical listing of all contributors to the *ARAL* series for the previous ten years. The citation includes the complete title of the contribution as well as the name of the contributor. Each entry, as in the other indices, carries two designations (e.g., X/163); the first number designates the volume in which the contribution occurs (in this case Volume X), and the second number indicates the page in that volume on which the contribution begins.

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