EDITOR S INTRODUCTION

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Like Janus, this twenty-first volume of *ARAL* looks backward and forward at once. It is my first as editor. In assuming the task, I hope to continue the traditions of breadth of coverage, excellence and timeliness of contributions, and accuracy in bibliographical referencing set by my predecessors, Robert Kaplan and William Grabe. Their collective achievements have been considerable and fully merit the dedication of this volume to them.

Readers may well ask why select a theme of psychology and language, rather than, say, sociology, anthropology, or any other social science. Since the beginning of this century, psychology has played a distinctive role in North American academic life because of its simultaneous aspirations to build an intellectually coherent theoretical framework and solve practical problems. These two goals are sometimes compatible, sometimes not, but the resulting tensions reflect the dynamism of any field related to human behavior. Like psychology, applied linguistics, dealing as it does with issues of actual language learning and use, is dynamic and protean. The chapters here attest to some of the areas of commonality between the disciplines and some of the many gaps still to be filled and questions to be answered. With respect to content, the preface offers a fascinating glimpse into the recent history of the many connections between psychology and the study of language. Subsequent chapters address a variety of topics characteristic of all areas of learning (e.g., motivation, the biological basis of learning, individual differences); aspects of language experience related to bilingualism; and research methods.

In working with these chapters, I have been struck by the many areas in which psychology and applied linguistics may pose similar questions but answer them somewhat differently. It is crucial that applied linguists understand the related similarities and differences, and this volume provides a point of departure. Topics represented here are necessarily selective. While they represent many aspects of the relationships between psychology and the study of language, they are not exhaustive; issues related to the intersection of social psychology and applied linguistics, for example, are not treated. Such omissions reflect limitations of space, not judgments of potential applicability of various branches of psychological research to applied linguistics. Readers should take the selection of

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areas included in this volume as representative rather than definitive. As with all prior volumes of *ARAL*, the contents of each chapter represent solely the opinions of each contributor. Although all reasonable editorial efforts have been made to see that references are complete and accurate in all respects, presentation and interpretation of all sources presented reflect the sole perspective of the chapter authors.

Some procedural notes: with this volume, *ARAL* moves to use of the bibliographical format of the American Psychological Association, not only because it is close to this year s topic but because it is widely used by many journals in the field. For consistency and readability, some aspects of APA format have been slightly modified to harmonize with previous practices in the *ARAL* series. (There is, of course, no perfect bibliographic format; all are arbitrary to some extent, and represent efforts to facilitate locating important sources of information.) But the world of information retrieval now moves faster than many printed sources allow; there are as yet few guidelines for the use of, for example, on-line sources or websites. In working with the chapters here, I have endeavored to see that information on all sources is provided in such a way that readers can easily find the materials for themselves. In this respect, I hope that *ARAL* will continue to serve as an important research tool for all in the field, established scholars and novices alike. The three types of indexes provided   by author, by subject, and by contributor   follow the conventions established in previous volumes, where the Roman numeral indicates the volume number and the Arabic numeral the page on which an author is cited, a subject is mentioned or a contributor s chapter begins (e.g., Swain, M., XV/186 shows that Merrill Swain was cited on page 186 of Volume 15; interlanguage variation XIX/105-132 shows that variation in interlanguage was discussed on pages 105-132 of Volume 19).

It is a great privilege to assume the editorship of *ARAL*, and I am grateful to those who have assisted the efforts thus far: the Editorial Directors, whose suggestions have led directly to some of the chapters here, and the members of the Editorial Advisory Board, who have helped to identify potential contributors. I am particularly grateful to the contributors to Volume 21 for producing a set of current and provocative papers that will, I hope, further advance theory and research in the many domains where psychology and language overlap. The Cambridge University Press Journals staff members, Ed Barnas, Ed Carey, and Kevin Delgado, have offered timely responses and assistance in the planning and production of *ARAL*.

I am additionally indebted to those closer to the editing process for their constant assistance and willingness to answer questions. My immediate predecessor, Bill Grabe, has patiently provided a wealth of advice and sound direction when asked and refrained from doing so unless asked, surely a difficult line to walk when a new editor steps in. The *ARAL* Editorial Assistant, Beth Yule, has been a model of poise, professionalism, and promptness at each step in the process. Her many contributions to *ARAL* help to maintain the high quality of the series. Julie McCormick has, once again, used her technical mastery of page layout

programs to take *ARAL* from a set of manuscripts into a book, and done so expeditiously and well. This year, the editing process was greatly facilitated by the computer expertise of Marc Lord, who established the electronic connections that allowed Beth, Julie, and me to coordinate our work efficiently. Erin Nielson provided useful assistance in bibliographical research. Able proofreading assistance was provided by Mary Johnson, Jeffrey Popko, and Heidi Vellenga, who each helped ensure a higher level of accuracy in the volume. I am also pleased to acknowledge the many varieties of in-kind support provided by the English Department and the College of Arts and Sciences at Northern Arizona University. This year, as in the past, they have provided the basic facilities and absorbed many incidental costs associated with production of the series.

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