

FOREWORD

William Grabe

ARAL XII RATIONALE

As Rose-Marie Weber points out in this volume, ten years ago the term "literacy" was perceived of, by many, as a rather simple notion, referring to the ability to read and write. In the course of the last ten years, however, the denotations and connotations associated with this term have increased and changed dramatically. Now there are entire publisher series devoted to literacy and literacy-related issues. The psychology of reading and the psychology of writing have emerged as major research areas for cognitive and educational psychologists, and efforts to explore reading and writing instruction and their implications have led to the terms "reading researcher" and "writing researcher." These changes are indicative of the major role now attributed to themes related to literacy. Such changes also reflect the growing awareness that literacy is a critical if not sufficient component for individual and social-group improvement (e.g., educational advancement, economic opportunity). While many researchers and practitioners now reject the simple notion that literacy will resolve many of the world's problems, there is also the recognition that turning away from literacy, or professing an attitude of benign neglect, represents an unacceptable option.

A number of issues have dominated the discussions over the last decade and will continue to do so; others are just emerging and will stimulate additional perspectives on literacy research and practice. The debate over the psychological consequences of literacy has passed through numerous stages in the last decade as indicated in several chapters in this volume as well as in numerous anthologies over the last five years. The debate over the social contexts and social consequences of literacy has similarly undergone many revisions. One general outcome which has received a certain amount of consensus is the evolving notion of multiple literacies and literacy practices. A second theme which appears to be gaining popularity is a Vygotskian approach to literacy instruction, stressing conversational interaction centered on a task, apprenticed instruction, and pur-

poseful language use. Three more recent issues which are likely to have lasting impacts on literacy discussions include a renewed interest in adult literacy instruction and assessment, bilingual and second language literacy concerns, and reading/writing relationships in both theory and instruction.

In planning the present volume, a primary goal was to present a set of theoretical overviews on literacy. Thus the first section of the volume examines psychological, social, educational, ideological, and linguistic foundations of literacy. A chapter is also devoted to adult literacy since it is not well-represented in psychological and social research on literacy, and it is now being recognized as a major educational concern involving large numbers of people in virtually every country.

The second section of the volume carries on the practice of earlier volumes of the *Annual Review of Applied Linguistics* in providing country and regional overviews. In the case of literacy, it is not possible to cover initiatives and concerns in all parts of the world. The regions and countries selected for this volume represent, for the most part, a complementary perspective to the regional coverage given to literacy and language teaching in Volumes 2 and 4 of *ARAL*. In Volume 2 (*Language Policy and Language Teaching*), chapters examined literacy related issues in East Africa, the Philippines, South Asia, the Arab Middle East, the Republic of China, New Zealand, Australia, and the U.S. In Volume 4 (*Literacy*), chapters examined literacy issues in South Asia, the Sudan, West Africa, Indonesia, Thailand, and the U.S. The contributions in the the current volume begin to fill out regional coverage in Africa, South America, Europe, and North America.

A second major purpose for this volume is to offer a wide range of theoretical and regional perspectives. Rather than provide a consistent, and perhaps homogenized, orientation to literacy, the goal has been to stimulate debate through the different views—some only apparent, some real—which are presented in the various chapters. There are many contentious issues in literacy studies, and these issues have implications for many if not all applied linguists. It is our hope that this volume will stimulate debate and will contribute, even if only indirectly, to improved literacy instruction.

PROCEDURAL NOTES

In all sections, internal notes use parenthetical citation. All bibliographic entries follow the basic format of the Linguistic Society of America (LSA), although a somewhat unique citation form is emerging 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., 1980a; 1980b), it is possible that either of the entries may occur in either of the bibliographies; that is, 1980a may be in the annotated bibliography while 1980b 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 1980a 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; that is, all the works *authored* by a particular individual will appear before all the works *edited* by the same author, and both of those entry types will precede works co-authored or co-edited by that same author (or set of 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 a few instances, where special bibliographic sets are included (e.g., legal citations), a separate list of the special references is included. 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 the accuracy of each bibliographic entry that appears in every volume of *ARAL*, but in the case of materials not readily available through libraries or other bibliographic sources in the United States, the Editor is dependent upon the accuracy of material submitted by the contributors. In some few instances, inclusive pages for cited articles, which originally appeared in anthologies or collections, are not given; such omissions occur only when the original source is not available to the Editor and/or when the contributor has not supplied the appropriate pagination. In more recent volumes, every effort has been made, in connection with the citation of theses and dissertations, to provide a reference number for *Dissertation Abstracts*. In materials listed in well-known storage and retrieval networks like ERIC and the British Council's ELT Documents, reference numbers are also provided; when titles available only through electronic data bases are cited, every effort is made to provide an accession number (e.g., as in the ERIC files).

This twelfth 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 has become so large that it has become necessary to eliminate the listings from the earliest volumes. Thus, Volume 6 (covering 1985) included a cumulative bibliography of Volumes 1 through 5; beginning with Volume 7 (covering 1986), as each new year is added, the oldest year's citations have been dropped from the list. In this issue (Volume 12, covering 1991), the cumulative citation listing will include citations from Volumes 7 through 11. Beginning with Volume 5, a Contributor Index was added to the series; in each issue, all 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 2 through Volume 11). There is also a 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., Zeydel, E. II/160.) 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 on which the citation occurs. Thus, II/160 means that Zeydel is cited in *ARAL II* (the volume published in 1982, covering the work of the year 1981). [Volume I, covering the research in the calendar year of 1980, was published (copyright date) in 1981; Volume II in 1982, etc.] Multiple sets of numbers (e.g., Valdman, A. aI/23, AI/102, I/106) mean that the author is cited in more than one place. The prefixed lower case a (e.g., in aI/23) indicates that the citation occurs in an annotated bibliography. Unmarked cases occur in unannotated bibliographies. U.S. government publications, court decisions, and public laws are listed separately at the end of the Author Index. To the extent that *ARAL* may be said to represent the field accurately, the Author Index may become a citation index for use in 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., II/106–123); this entry indicates that the subject is covered on pp. 106–123 in Volume II. Multiple number sets (e.g., Microsociolinguistics: I/181–196, V/47–48) indicate that the subject (*microsociolinguistics*, in this case) is discussed in two places in the series, once in Volume I on pp. 181–196, and again in Volume V on pp. 47–48.

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., II/129); the first

number designates the Volume in which the contribution occurs (in this case Volume II), and the second number indicates the page in that Volume on which the contribution begins.

It is the intent of the Editor to continue the several indices in future volumes of this series. It has been suggested that a complete bibliography of all works cited in *ARAL* might constitute a useful contribution to the field; such a bibliography, published as a separate volume, would both offer a compendium of works considered important enough to cite by authors who are, presumably, experts in the various sub-fields of applied linguistics, and serve as the beginning of a citation index for the field. There are, obviously, a number of problems in compiling such a bibliography, since items listed as "in press" or "forthcoming," which have subsequently been published, would need to be corrected, inclusive pages would need to be added, and items which have never appeared would have to be cited in a modified format. This is a massive undertaking. The Editorial Board seeks the views of scholars in the field. Comments would be welcome on the desirability of compiling such a bibliography.

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