

Foreword

Currents in Language Learning provides programmatic state-of-the-art overviews of current issues in the language sciences and their applications in first, second, foreign, heritage, and bi/multilingual language acquisition in naturalistic and tutored contexts. It brings together disciplinary perspectives from linguistics, psychology, education, anthropology, sociology, cognitive science, and neuroscience. A new biennial supplement in *Language Learning*, it grew from and now replaces *The Best of Language Learning* series, which was published since the mid-1990s under the leadership of Alister Cumming as series editor.

In this first issue of *Currents in Language Learning*, board members and editors consider their own areas of enquiry. The process was as follows. First they met at an invitational conference which gave rise to dialogue between authors and subsequent rewriting. External reviews then critiqued these papers and, with input from the editors, the fruit of further revisions formed this inaugural volume. The research agendas concern the following areas: progress and relevance in second language acquisition (Ortega); Usage-Based Linguistics (Ellis, O'Donnell, & Römer); age effects in language learning (DeKeyser); second language pragmatics (Bardovi-Harlig); vocabulary knowledge (Jarvis); transfer of learning in second language instruction (Larsen-Freeman); language, literacy, and culture (Cumming); academic language development in schools (Schleppegrell); Practice Theory (Young and Astarita); and evolutionary perspectives on language (Schumann).

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