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Introduction

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Introduction

On behalf of the editorial team of the *Russian Language Journal*, and with apologies for its slightly tardy release, is with great pleasure that we present Volume 65. This number of *RLJ* sees four articles received through our regular, double-blind peer review process, one review article and a response, and seven shorter reviews. Our delay in publication for Volume 65 derives from the very high standards for *RLJ*, upheld by our Editorial team, reviewers, and the American Council of Teachers of Russian. Our acceptance rate remains below 30%, and in a year without a special focus, it took somewhat longer for us to assemble this volume.

In our first section, *Pedagogy and Practice*, Kate White dicusses the effects of teaching vocabulary in semantically linked groups; Marika Kalyuga presents a study on a cognitive grammar approach to the teaching of prepositions.

The *Linguistics* section features one article on aspect: Oscar Swan's analysis of aspectual prefixes. Swan also provides a review article of Janda et al., and we have invited the authors to respond in this volume; their consideration of Professor Swan's review is included as well. The editorial team welcomes this kind of scholarly colloquy, and we hope to see this line of engagement continue in future volumes.

In the *Language Policy* section, Altynbekova describes new empirical work on language shift in the context of the Kazakh educational system. *RLJ* continues to focus on the contact of the Russophone world with other languages, throughout the CIS and in the far abroad.

In closing, I commend to you the work of our colleagues as collected here in Volume 65 of the *Russian Language Journal*.

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