

## ○ EDITORIAL

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We are pleased to present another issue of ARAL. This issue has perhaps more of a “slant” towards second language acquisition than previous ones, which is partly coincidental and partly an affirmation of the important role of research on second language learning and use in the field of Applied Linguistics. In the first paper, Ghassan Al Shatter provides a processability account of L2 Arabic agreement structure and shows how processability findings relate to teaching and curriculum design. This link between theoretically informed SLA research and second language teaching is beneficial to our field, which suffers from a chronic disjoint between acquisitional research and practical implementation in the classroom. Of course, the paper’s focus on a less commonly taught language like Arabic is also very much welcome.

Cem Alptekin discusses a broader issue but one also with potentially significant practical implications: the cognitive differences between native speakers and lingua franca users in terms of knowledge representations and processing of language. He argues that a native speaker norm is inappropriate to judge lingua franca use against since both rely on very different cognitive operations.

Elizabeth Campbell and Neomy Storch present a rare longitudinal study of the changes over time in second language learner motivation. They show that personal history and goals motivate learners to study a language but once they are engaged in instruction, the immediate learning environment takes over as the main motivational factor and can drive or impede continued self-motivation. Interestingly, clear future goals seem to override the effect of demotivating learning environments and allow learners to sustain their motivation.

Farzad Dibaj investigated an under-researched but quite common situation of bilingual learners acquiring a third language, and he compared the third language learners’ success in learning vocabulary with the second language learners’. He found that being bilingual confers a clear advantage for learning of L3 vocabulary, underlining the benefits of bilingualism for additional language learning.

In a sociolinguistic study, Susana Eisenchlas and Chiharu Tsurutani use a variation on the matched-guise technique to show that foreign language learning leads to positive impressions of speakers with non-native accents. This is an important finding for a multicultural society like Australia where native speakers of English are likely to encounter accented speech frequently.

The issue concludes with five book reviews.

A big thank-you to our reviewers and editorial board members for their time and expertise! As always, we welcome submissions on any aspect of Applied Linguistics, and particularly encourage empirical studies. Please send submissions to our email address: [araleditor@gmail.com](mailto:araleditor@gmail.com). Our third and final issue for 2011 will be on Applied Linguistics and Australian indigenous languages, guest edited by Michael Walsh.

Carsten Roever & Neomy Storch  
*Co-Editors*