

○ EDITORIAL

We apologise sincerely for the delay in bringing out this first issue of 2015, but we feel that it was well worth the wait. We include in this issue a total of four articles investigating a diverse range of topics: intercultural pragmatics, gendered-language use, and issues related more closely to second language (L2) pedagogy. We also include reviews of three books which deal with issues related to reading, vocabulary, and graduate writing.

The article by Cui on intercultural pragmatics examined the problems that Chinese immigrants typically experience in Australia when attempting to engage in small talk with Australian colleagues. The study suggests that the root cause of these problems is the fundamentally different perceptions Chinese and Australians have of interpersonal relationships and how to manage small talk interactions. Lee's article reports on a study investigating the choice of English words for job titles and generic pronouns among EFL teachers in China. The study found a general preference among these teachers for gender-biased (male) language. Such findings have important implications given that teachers' talk plays a key role in children's language development and attitude formation.

The next two studies are more pedagogically oriented. Merlo and Gruba evaluated a purpose-built digital video series designed to teach grammar. The authors reported that the learners (Korean university EFL learners) showed gains in grammatical competence after being exposed to the video series. This is clearly an important area of investigation given the rapid changes in technology and the need to assess how to best make use of technological affordances. Rummel and Bitchener's study investigated the impact of written corrective feedback (WCF), a topic that is receiving growing attention in the field of L2 writing. The study found that students who received WCF outperformed a control group that received no feedback. Moreover, the findings indicated that improvement following WCF is more likely if the type of WCF learners receive is the type they prefer to receive.

As always, we are grateful to the reviewers for their time and expert reviews of the manuscripts and of the books submitted. We hope that this volume encourages you to consider submitting papers to ARAL on any aspect of Applied Linguistics. Please send submissions to our email address araleditor@gmail.com.

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Co-Editors