

## ○ EDITORIAL

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It gives us great pleasure to welcome you all to the first issue of 2013. The journal continues to attract articles from researchers all over the world. And, as usual, the articles in this issue cover a diverse range of topics and exemplify different approaches to empirical research.

We are particularly pleased to have Professor Merrill Swain's plenary paper, delivered at the combined ALAA/ALANZ Conference in Canberra in 2011, opening this issue. Professor Swain's work on pushed output, collaborative dialogue, and languaging, is well known in the field of SLA. In this paper she extends her work on languaging to a new field, that of gerontology. The paper reports on an exploratory study, conducted in Canada, which investigated whether languaging (i.e. using language to mediate complex cognitive processing) by older adults diagnosed with mild cognitive impairment can help restore some cognitive/affective functioning. The article provides not only a wonderful example of case study research, but also shows how microgenetic analysis can be used in SLA research.

Eun Young Bae and Sun-Young Oh report on a study conducted in Korea, using conversation analysis (CA) to investigate repair practices in naturally occurring speech samples. This study attempted to link repair practices to the speakers' native/non-native identities. Unlike many CA studies, the researchers adopted a quantitative approach. They quantified the type of repair sequences, the triggers for the repairs, and then linked these to the speakers' identity construct. Their findings, particularly concerning what triggers repairs and the infrequent occurrence of repairs following linguistic errors, are pertinent for SLA, given the importance attributed to repair and feedback in SLA theories.

Hilde van Zeeland reports on a carefully crafted study of L2 vocabulary knowledge, conducted in the UK. To date vocabulary tests, used in both teaching and research, have tended to be decontextualized; that is, they test knowledge of isolated lists of words. In this study, van Zeeland compared learners' decontextualised and contextualised knowledge of the same set of vocabulary, and the effect of reading and listening as contexts for inferring word meanings. Among the reported findings, the gap between the two types of knowledge and the advantages of reading over listening contexts in L2 vocabulary tests may be of interest particularly to vocabulary test developers.

Adrefiza and Jeremy Jones report on a study which employed novel oral discourse completion tasks (DCTs) to investigate responses to apologies. The study used speakers of English and of Bahasa Indonesian to investigate whether culture and gender affect apology response behaviour. The findings concerning the impact of gender and culture are particularly interesting as they challenge some of the widely accepted stereotypical views of South East Asian female speakers as being more polite and indirect than males.

The final paper in this issue tackles the thorny issue of what constitutes a qualified English language teacher. The co-authors, Phiona Stanley and Neil Murray, propose an English Language Teaching (ELT) framework based on Bourdieu's forms of capital. The framework distinguishes between language, methodological, and intercultural forms of capital, and between declarative and procedural knowledge of these forms of capital. In order to illustrate how this framework can be employed, the authors apply the framework to two English language teacher preparation courses. The framework could prove useful for employers, course developers, and potential employees (students) because it provides the means of determining the various skills and knowledge types that a qualified ELT teacher should possess.

We conclude this first issue with three book reviews, coordinated by Emmaline Lear. As always, we are indebted to our reviewers and editorial board members for their time and expertise in reviewing the manuscripts. We encourage you all to consider submitting papers to ARAL on any aspect of Applied Linguistics. Please send submissions to our email address [araeditor@gmail.com](mailto:araeditor@gmail.com).

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