

○ EDITORIAL

We are pleased to present the second issue of ARAL in 2012. This issue has a large number of papers dealing with second language learning in classroom settings, which emphasizes the continuing centrality of this area in Applied Linguistics. At the same time, the variety of research questions and theoretical and methodological approaches shows the breadth of work done in our field.

In a large-scale longitudinal study, Taylor-Leech and Yates describe the use of language learning strategies by migrants to Australia from a wide variety of L1 backgrounds using a linguistic ethnography approach. Notably relying on interview data (and not the endless, static, and less-than-illuminating strategy questionnaires used in many previous studies), they found much less use of strategies outside the classroom, and identified some reasons, including reliance on L1 network or family members, limited opportunities to use English in daily life or at work, and low levels of confidence and feelings of embarrassment. They follow up their overall analysis with three case studies of learners using few or no strategies, willing to try out strategies and using strategies proactively.

Beykont reports on a different language learning situation, namely Turkish as a heritage language taught in Australian secondary schools. Based on a massive survey of 858 learners and follow-up interviews with 177 students, she found positive linguistic and affective effects of Turkish instruction, such as improvement of fluency, strengthening of cultural identity, and a wider range of language use opportunities. At the same time, the absence of a coherent curriculum for Turkish as a second language proved a hindrance to students' progress and particularly the development of literacy skills remained a challenge.

Staying with the theme of classroom-based language learning and the learner's perspective, Cruickshank describes his own learning of Arabic based on a learner's diary. He emphasizes the difficulties encountered by learners and teachers due to different constructions of Arabic as diglossic or as a continuum of varieties, with teachers focusing on Modern Standard Arabic and discounting the role of varieties and many learners interested in learning conversational, everyday and (by necessity) varietal Arabic. This complex situation impacted the teaching of language skills and the identity positions available to learners.

In a final classroom based study, White and Storch report a longitudinal study of L1 English use in two French as a foreign language university classrooms in Australia, one with a native French teacher, the other with a non-native French teacher. They find much greater use of English by the non-native teacher but also a marked increase of English use by the native French teacher towards the end of the semester to deal with administrative and logistical issues. The main purposes of English use were vocabulary explanation and task explanations,

and White and Storch caution against a simplistic belief that non-native teachers automatically use more L1, rather arguing that L1 use is related to teachers' beliefs and goals.

In our final paper, Liu explores an apparent sound change in Shanghainese where the use of Shanghainese variant of wo ("I") has declined and the non-Shanghainese variant has become more common. She finds overwhelming use of the non-local variant among younger speakers, and young speakers also use it consistently among each other though less with older speakers. Liu ascribes the shift to a variety of factors, including the higher socio-economic background of more recent migrants to Shanghai, and a relentless government campaign to limit the use of local dialect in schools. In addition, greater anonymity in apartment complexes limits the interaction between younger and older speakers, leading to less maintenance of the traditional pronunciation and allowing the simpler non-local form to gain a solid foothold.

The issue concludes with two book reviews. As usual, we welcome manuscripts on all aspects of Applied Linguistics. Please send submissions to our email address: araleditor@gmail.com

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