

○ EDITORIAL

We apologise for the delay in the publication of this issue. We suffered from a dearth of high quality submissions and rather than accept papers below the quality we require, we decided to delay publication. With a little more time we were able to put together another interesting and varied issue. Two papers investigate academic writing, though from different perspectives. Rosmawati reports a longitudinal study of the development of accuracy and complexity in an international graduate student in Australia. She takes a Dynamic Systems perspective, and shows the non-linear development of accuracy and complexity and their interplay. Looking at second language writing and corrective feedback, Abdulaziz and Storch investigated teachers' views and practices on giving corrective feedback and how these practices align with institutional policy and students' feedback preferences. Teachers followed institutional policy in giving mostly indirect feedback but viewed this practice critically, as did the students, who indicated a preference for direct feedback. The paper by Hamid and Doan takes an up-close and practical perspective on second language writing and problematises teachers' understanding of learners' errors. They find that teachers' corrections of learners' errors do not necessarily match what learners were trying to express. Shifting to tertiary language learning more generally, Schmidt describes an in-depth interview study of foreign language learners of German in an Australian university, using as her framework Dörnyei's (2005) motivational self-system. She identified students' cultural interest, desire to be proficient in another language, and wish to broaden their horizons as motivations for undertaking tertiary German study. Her findings militate against a commodified view of language learning and also highlight the methodological importance of gaining an in-depth, emic understanding of learners' motivations. Finally, Laffey, Pearce and Steed demonstrate the serious risk of misdiagnosis of speech impairment in Aboriginal and Torres Strait Islander Australian children if their production is analysed based on Standard Australian English rather than Australian Indigenous English. They highlight the need to develop diagnostic standards and tools for Australian Indigenous English speaking children.

ARAL welcomes submission in any area of Applied Linguistics, though we prefer empirical studies. We particularly encourage the submission of articles based on Masters theses or dissertation work. Please send submissions and enquiries to araleditor@gmail.com.

Carsten Roever and Neomy Storch
Co-Editors