

○ EDITORIAL

This first issue of 2014 has been delayed due to circumstances beyond our control, but we feel that it was well worth the wait. We include in this issue three articles which provide findings of interest to teachers and researchers in a multilingual context.

We begin with the study by Karlsson which compared the inferencing strategies deployed by advanced learners when they encounter unfamiliar words in their first language (Swedish) and in their second language (English). The results of the study suggest that learners transfer skills used in their first language when reading in their L2 and thus has important pedagogical implications for L1 teachers. The study by Santello explores differences in the linguistic repertoires of Italian Australian bilinguals who self-identify as being dominant either in English or Italian. What distinguishes this study is that it is the first to use the Gradient Bilingual Dominance Scale to explore the impact of language dominance on the linguistic profile of bilinguals. The study identified a number of linguistic variables which differentiate English and Italian dominant bilinguals and thus provides researchers with a more nuanced understanding of what it means to be bilingual. The final paper is by Norris and Coutas which reports on the impact of emerging technologies on language learning in the Australian public school system. Contrary to widely held expectations and the hype that has tended to accompany government investment in new technologies, the study found that these new technologies failed to deliver. Rather than enhancing language teaching and learning, technology impacted negatively on the experiences of both teachers and learners interviewed and observed in this study. The authors conclude with a call for critical pedagogy and a more proactive stance taken by language teachers.

We conclude this issue with a number of reviews of important books in the field. We would like to take this opportunity to express our (and that of the authors) gratitude to the reviewers and editorial board members for their time and expert reviews of the manuscripts and of the book reviews submitted. As always, we encourage you to consider submitting papers to *ARAL* on any aspect of Applied Linguistics. Please send submissions to our email address: araeditor@gmail.com.

Carsten Roever & Neomy Storch
Co-Editors