

## Editorial

This issue of *Issues in Applied Linguistics* marks the end of our tenth year of publication. As a student-run publication, the journal has gone through many changes in editorship over the years, and this issue continues with that tradition by introducing two new editors. In the spirit of the new millennium, we have also changed offices, changed staff, and changed our funding structure.

*ial*'s mission is to publish outstanding research that represents the broad reach of applied linguistics as a field, particularly work that stretches the boundaries of previous research, or that starts down a new path. We are proud to facilitate intellectual dialog in the academic community by publishing and disseminating research to a broad audience-- a process which allows the perspective of authors from many different intellectual traditions to be heard. An essential aspect of the publication process is respecting the rights of intellectual property, which we as a journal are committed to protecting.

Over the next few issues, *ial* pursues that mission by publishing a combination of general issues which explore the breadth of topics in applied linguistics, and special issues which represent a range of approaches to a particular topic. In the future, we hope that our general issues will continue to address a broad range of topics in the field: In particular, we would like to strengthen the representation of articles on language acquisition, language assessment, and language education for which submissions have been waning.

All of the articles here take bold steps forward on the topics they address. This issue contains articles that represent diverse sub-disciplines in Applied Linguistics, and that forge new connections to related fields, pushing the edges between disciplines related to applied linguistics. These authors offer innovative approaches to existing research on language acquisition, discourse analysis, conversation analysis, and language policy, applying new methods and new analytic categories to the study of those areas.

Chiung-chih Huang's article entitled, "Tense-aspect Marking by L2 learners of English and Native English Speakers: Inherent Lexical Aspect and Beyond", explores the question of the acquisition of tense and aspect and sheds new light on this question through fresh analytic categories. While studies of the acquisition of tense and aspect, both in child language and in the study of second language learners, have concentrated their efforts on exploring the effect of inherent lexical aspect on morphological development, Huang examines the role of broader situation types in second language learners' development of tense-aspect morphology. This study uses a well-tested methodology with new analytic categories to show that the repeated versus unitary distinction in situation types has an effect on the learners' use of verb morphology, and suggests further research along these lines, as

well as a reexamination of current theories of morphological development.

In a piece concerning British Sign Language, Graham Turner raises the issue of language shift in a signed language in contact with the spoken language. He suggests that BSL, under the influence of spoken English, has witnessed effects such as increased use of finger spelling as well as changes in lexical and function words that reflect spoken/written language structures. Turner argues that such changes may have repercussions for the uniqueness of BSL and therefore also deaf culture in Britain. Furthermore, Turner makes an argument that culture and cognition are intertwined and suggests that the very nature of deaf cognition as based on a visual system could be affected in a fundamental way if there is a general shift away from the fully vision based sign language.

Finally, Euen Jung's article, "The Organization of Second Language Classroom Repair" explores classroom pedagogy through a focus on classroom interaction. Jung takes ideas from conversation analysis as a foundation and starts to unravel some of the structures used for classroom pedagogy. This article uses the notion of repair, but takes it one step further by understanding repair to be a pedagogical tool used in the ESL classroom by both learners and teachers. Through the use of the repair framework, Jung is able to delineate the actual interactive structures which allow for correction to take place in the ESL classroom.

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