

## Editorial

Since 1989, *Issues in Applied Linguistics* has proudly represented scholarly research from the widely interdisciplinary field of applied linguistics. In congruence with this mission, this issue brings five studies that undoubtedly represent facets of this variety. The first three articles address different aspects of second language acquisition (SLA) studies, whereas the later two articles address current perspectives in the study of identity; we also bring an interview with a renowned language and literature professor.

Working within the *morality of teaching* framework, Jennifer Ewald discusses second language teachers' approaches to the first day of class. Any experienced teacher would agree that this is indeed a crucial moment, in which teachers are eager to find out what their students are like; those initial moments will surely set the tone for the entirety of the quarter, semester, or year. Ewald draws in data from interviews, classroom visits and student observations to provide in her article a qualitative analysis of how implicit and explicit expectations for that term bring weight to a first day of class, being this study an important contribution to the study of teaching beliefs and practices as well as to the field of second language pedagogy.

John Sherman touches upon a very subtle but pertinent issue concerning English as a Foreign Language (EFL) textbooks, which is the under scrutinized presence of *cultural bias*. Sherman pays close attention to non-native characters in model dialogues to examine how they are portrayed and to explain why such portrayals should be perceived as speaker bias, or what he describes as *labeled nativism*. Applying frameworks already well established for the research of gender bias in textbooks, the author strengthens his claims with quantitative data.

Using a very widespread and well-accepted tool for linguistic investigations, Crossley, Salsbury, and McNamara take advantage of a spoken corpus to investigate the nature of negotiations for meaning in the speech of non-native speakers. This study is interesting, for they have found that the significant lack of cohesive devices in spoken non-native discourse is highly correlated with the frequency of negotiations for meaning, which decreases with time. This decrease could be explained by the increasing proficiency and familiarity with the vocabulary in the target language.

The next two articles revolve around the theme of identity, which has received a lot of attention not only from applied linguistics research, but also from studies in other social science and pedagogical fields. Anne Edstrom presents a study in which she investigates language maintenance and loss in the United States attached to identity motivations. Her data is qualitative and derives from a Spanish-Italian immigrant family, and they relate their acculturation process and key factors that led to the shaping of their language use through and within three generations.

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The next article we bring on identity examines the latest research on global English, more specifically World Englishes and English as a lingua franca studies. Peter De Costa investigates how identity is conceptualized in the literature to offer a comprehensive overview as well as suggest carefully considered directions for future SLA research in a growingly globalized world.

We are also happy to include an interview with professor Michael Cooper-son, conducted by UCLA applied linguistics doctoral student Afaf Nash. Professor Cooperson is a professor of Arabic Language and Literature in the department of Near Eastern Language and Cultures at the University of California, Los Angeles. He specializes in early language and culture of the Abbasid Period and he is very well known and respected in his field. Nash and professor Cooperson discuss career choices, language learning and language teaching, accents, what it means to have ‘native-like fluency’, living abroad, and other issues regarding linguistic competence. This article is a very good fit and serves as an excellent ending for this issue, for we have centralized our discussions around language use, teaching, and identity.

Finally, we regret to see Andrea Olinger leave this journal. We were very fortunate to have her as assistant editor and then as editor for the total of two years. Knowing that she is an incredibly efficient and hard working woman, we are certain that she will be an extremely successful scholar and researcher in applied linguistics. Our last issue was also the last that had Stephanie Kim as our production editor, whom we also thank for her treasured dedication and contribution to the journal. But we enthusiastically welcome three new members – whose help is vital for this student-run journal to keep functioning. We have a new communications editor, Jeremy Kelley, who will work on improving our *interaction* with other departments, campuses, and universities; we welcome our new assistant editor, Laura Walls, who will help us manage the incredible load of submissions online; and finally, we welcome Ikkyu Choi, our new production editor, who is not only perfecting our InDesign typesetting system, but is so good at finding ways to make the typesetting and publishing processes more efficient. Welcome aboard everyone!

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