

Editorial

This issue marks the beginning of ISSUES IN APPLIED LINGUISTICS' ninth year of publication. Its founders envisioned a journal which would include research addressing not only mainstream topics in the field of applied linguistics, but also, and perhaps most importantly, research which in some way was underrepresented and thus pushed the boundaries of the field. *ial* was also envisioned as a place in which research would fundamentally be grounded in "issues" of the applied linguistics field. In its eight-year history, *ial* has continued to provide a forum for research which spans the wide spectrum of language use and language acquisition issues as informed by disciplines as diverse as anthropology, education, linguistics, neurobiology, psychology, and sociology in the form of articles, interviews, thematic issues, open conversations, and book reviews.

In keeping with the intentions of the founders and our predecessors, the current issue offers three very diverse articles which represent three different theoretical and methodological perspectives on language. The first article, by Pavlenko, addresses the fundamental issue in applied linguistics of the inter-dependence between second language acquisition and cultural/identity transformation. Pavlenko explores the relationship between languages and selves in persons who learned their second language post-puberty and went on to become writers and scholars in the second language. Using autobiographical narratives, the author describes the process of transformation and evolution that second language learners go through as they assimilate and become fluent speakers of the language. While much of second language acquisition research has focused on language acquisition in a narrow sense, this author explores the feelings of loss and gain of identity of the learners themselves.

Addressing a similar issue in applied linguistics, the second article, by DeCapua, investigates the phenomenon of pragmatic transfer as a basis for cultural stereotypes, specifically looking at elicited responses of German L2 learners of English as compared to native speakers of English. This issue, similar to the one addressed in Pavlenko's article, deals with the connection between language acquisition and cultural identity; however, whereas Pavlenko investigates the learners' perceptions of their own identity, DeCapua explores the L2 learners' identity as perceived by others in the target culture. The author uses a discourse completion questionnaire with five different situations to evoke complaints from respondents. Based on difference in questionnaire responses, she concludes that nonnative speakers are producing responses in the L2 that adhere to the L1's rules of speaking. This, she argues, contributes to the formation of cultural stereotypes.

The last article, by Abu-Akel, addresses another major area of applied linguistics—language use. He employs cohesion analysis in an examination of the

2 Editorial

speech of persons diagnosed as having disorganized schizophrenia. The author uses recorded speech samples taken pre- and post-medication to measure the efficacy to an antipsychotic medication, Clozapine, on the use of cohesive devices in the speech of the subjects. The author includes both qualitative and quantitative analyses of the data to conclude that Clozapine does, in fact, cause some changes in spontaneous use of language in these subjects. The issue addressed by Abu-Akel is the interface between neurobiology and communicative ability, laminated on top of which is the way in which a specific chemical may affect the brain.

In addition, the book reviews serve a dual purpose. They provide an opportunity for graduate students—a group which is often under-represented in the field—to publish their insights. Beyond this, we hope they provide you as readers with background on a broad range of literature in the field.

As *ial* moves into its ninth year, we are committed to continuing the tradition of giving voice to innovative and diverse work within the broadly defined field of applied linguistics, as well as to provide a public forum for those issues and authors who might otherwise not be heard.

June 1998

Anna M. Guthrie
Tanya Stivers