

# **UCLA**

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## Editorial

This issue highlights the diversity of research in applied linguistics, TESL, and language studies. We present articles on the role of motivation in second language learning, the possibilities of video in computer-assisted listening comprehension assessment, and the ways in which child care centers can be rich and productive sites for ethical language research. In addition, we are thrilled to publish an interview with Donna Brinton, as well as book reviews on the language of journalism, media literacy, and the role of study abroad in language learning.

In the literature on language learners' motivation, one of the most promising frameworks is Dörnyei's (2005, 2009) "L2 Motivational Self System," which treats motivation as dynamic and central one's ideal L2 self, one's "ought-to" L2 self, and one's L2 learning experience. There is little research, however, on how L2 self systems develop over the course of learning an L2. Drawing on Dörnyei's framework, the first article analyzes the development of the L2 motivational self systems of two Taiwanese graduate students studying at a U.S. university. Hsieh uses semi-structured interviews to examine how the learners' study abroad transitions trigger changes in their motivation and their language learning behaviors. The two learners, naturally, develop quite different L2 motivational self systems over the course of their study abroad experiences, but their cases illustrate how the notions of ideal and ought-to L2 selves are useful constructs for examining the dynamism of L2 motivation.

There is no question that child care centers are fertile sites for language research. The second article argues that when a linguist participates in such a center as an employee or volunteer, the results can be beneficial for all parties. Burns provides a much-needed guide to the organization and activities of child care centers, the specific skills linguists have that these centers need, the various positions a linguist could take on, the ways in which ethical and empowered research can be conducted in these settings, and examples of research undertaken. Burns suggests that graduate programs build in service learning projects at child care centers and promote coursework in child development and early childhood education to help graduate students prepare for future fieldwork. In addition, particularly important given the state of the job market, she sees employment at child care centers as not merely a rich source of data but also a pragmatic option for new researchers without a faculty appointment or funding support.

Language testing is a vital component of the learners' language experience, and IAL is pleased to include an article on the use of video in computer-assisted listening comprehension tests. Londe compares the results from two video format exams to the audio-only format in a listening comprehension test setting. While the results of the present study may indicate that results obtained with the addition of a visual input neither help nor hinder the test takers' performance in a significant way, it opens a host of possibilities for future ESL testing designs,

## 2 *Hardacre and Olinger*

in that video input may provide more feedback on test takers' performance from non-verbal cues than simple "blind" listening tests could possibly offer.

Last year, IAL published an interview with professor emerita Marianne Celce-Murcia. To continue the series of interviews with renowned former professors of applied linguistics and TESL, we present an exclusive interview with Donna Brinton, conducted by Innhwa Park, a PhD student at UCLA. Professor Brinton retired from her teaching position in this department in 2006 to devote more time to her own work. In this interview, she reflects on her years at UCLA and her current work in teaching materials development, and she shares her views on publishing and attending conferences in the field, giving important advice to graduate students pursuing a career in applied linguistics and TESL.

Over the past few months, IAL has undergone changes in its production and editorial staff. We welcome Stephanie Hye Ri Kim, who has joined us as Production Editor, and Ikkyu Choi, Assistant Production Editor, and we regretfully part with Lisa Mikesell, who graduated in the spring of 2009 with a PhD in Applied Linguistics. Lisa leaves with an extremely distinguished legacy: She was an assistant editor of 13.2 and 14.1, coeditor of 14.2 and 15.1, editor of 15.2 and 16.1, and coeditor of 16.2. Not only has Lisa kept IAL on track, but she has edited and directed the journal with a capacious intellect, a vast knowledge of the field, warmth, wisdom, and a sense of humor. Any journal that snaps her up for its editorial board is truly lucky. Lisa, we will miss you, and we hope we can carry on your legacy.

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