

UC Riverside

Issues in Applied Linguistics

Title

Editorial

Permalink

<https://escholarship.org/uc/item/8jh21933>

Journal

Issues in Applied Linguistics, 12(2)

ISSN

1050-4273

Authors

Friedman, Debra

Goldknopf, Emmy

Publication Date

2001-12-31

DOI

10.5070/L4122005047

Peer reviewed

Editorial

As we complete our twelfth year of publication, *Issues in Applied Linguistics* continues its commitment to presenting new approaches and perspectives on issues that constitute our field. In this spirit, the two authors whose work is featured in this issue use both quantitative and qualitative approaches to examine written varieties of language from new perspectives.

Eli Hinkel analyzes a phenomenon well known to composition teachers: the extensive use of personal examples and stories in the academic essays of students who are nonnative speakers of English. Drawing upon a large database of college examination essays, Hinkel compares the use of personal examples in essays written by both native and nonnative speakers of English and finds that not only do nonnative students use personal examples more often than their native-speaking counterparts, they use them in different ways. Whereas native-speaker students commonly use personal examples as a basis from which they draw generalizations and connect these personal examples to larger issues, Hinkel finds that nonnative students tend to rely on personal examples as the primary, if not the sole, evidence for their arguments. She traces this heavy reliance on personal examples to two sources: to the use of personal examples as evidence in many non-Anglo-American rhetorical traditions and to English composition pedagogy, which encourages the use of personal examples as evidence, despite their rarity in Anglo-American academic writing. Based on this study, Hinkel urges a rethinking of the way in which writing is taught to ESL and EFL students.

Jolanta Aritz examines writing in a language which has received little scholarly attention in the West: Lithuanian, and, in particular, the variety of Lithuanian used by the Lithuanian immigrant community in the United States. In a qualitative study that uses articles from both Lithuanian and American Lithuanian newspapers, Aritz examines how the written American variety differs from native norms in aspects such as the lack of use of non-SVO word orders and relatively heavy use of pronouns in place of full noun phrases. Aritz further demonstrates how written American Lithuanian resembles the spoken register of both American and native Lithuanian. She proposes that the similarity between the written and spoken registers in the American variety is a result of the relatively small size and cohesiveness of the American Lithuanian community and the correspondingly limited social scope of the language, which obviates the need for the more "elaborated code" of the written register of the native variety.

In addition to the above articles, we are pleased and honored to present an interview with Professor Marianne Celce-Murcia, who will retire at the end of the academic year after a 25-year career in the Department of Applied Linguistics and TESL at UCLA. In addition to being an inspiration and mentor to the dozens of students who have passed through our department in the past quarter century, Pro-

fessor Celce-Murcia has made major contributions in the areas of functional grammar and second language pedagogy through her numerous publications, including the influential text, *The Grammar Book*, written in conjunction with Dr. Diane Larsen-Freeman. As a charter subscriber, advisor, reviewer, and contributor, Professor Celce-Murcia has been a constant resource for *Issues in Applied Linguistics*. In a wide-ranging interview, Professor Celce-Murcia discusses her academic career as well as the development of the UCLA Department of Applied Linguistics and TESL and the field of TESOL in general. She also offers her views of the issues facing the field today, in particular the need to “bridge the gap” between research and pedagogy in the field of language teaching—a challenge which has informed much of her own work over the years.

Finally, this issue marks our first as the new editors of *IAL*. We would like to express our appreciation to the previous editors, Kathy Howard, David Olsher, and Leah Wingard, for their efforts and for handing us the journal in such good shape. We also would like to welcome the new members of our editorial staff: production editor Chris Koenig, treasurer Brent Green, and assistant managing editor Priya Abeywickrama. They join with *IAL* veterans—book review editors Stefan Frazier and Mikyung Kim and managing editor Viphavee Vongpumivitch—as we move towards our thirteenth year of publication and build upon the fine work of our predecessors.

December 2001

Debra Friedman
Emmy Goldknopf