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Editorial

In this issue, which marks the 14th year of publication of *Issues in Applied Linguistics*, we present three articles and an interview which reflect the diversity of work in applied linguistics as well as its continuing relevance to the field from which it arose: second language teaching. While two of the articles deal with the use and acquisition of specific grammatical forms, the third addresses how morality is explicitly and implicitly conveyed in second language classrooms. We close with an interview with an important and beloved figure in the field of language education, the late Russ Campbell.

While the acquisition of the article system has received much interest, few researchers have taken on the task as thoroughly as Master. In this article, he analyzes the interlanguage of two groups of non-native speakers of English, those from native language backgrounds without articles, the [-ART] group, and those from native language backgrounds with articles, the [+ART] group, to discover the acquisition patterns of the zero article. The zero article takes two forms: the zero article ($\emptyset 1$), which is used in indefinite noun phrases such as *The boys ate ($\emptyset 1$) chicken*, and the null article ($\emptyset 2$), which is used in definite noun phrases such as *After ($\emptyset 2$) dinner, we'll see a movie*. Despite some different error patterns, Master didn't find large differences between the [+ART] and [-ART] groups in the acquisition of these forms. He suggests that these forms may be learned as a single application, as chunked lexical items, or as a combination of the two.

Discrepancies between the grammar that is used in spoken English discourse and the grammar traditionally taught in ESL classrooms pose problems for both ESL students and teachers. In the second article, Ishihara examines one such discrepancy: the use of *would have* in *if*- and *wish*- counterfactuals such as *If I would have known, I would have told you*. She finds that many grammar reference works exclude or prohibit the use of past modals in *if*- and *wish*- counterfactuals, portraying the past perfect as the only acceptable form in these constructions. Despite this, based on the speech of nine native English speakers, she finds that the use of *would have* in past *if*- and *wish*- counterfactuals is not uncommon; in addition, she surveyed 120 native speakers' judgments of a passage and found that the majority of respondents judged this use of *would have* to be acceptable. Ishihara discusses the pedagogical implications of her findings.

In the third piece in this issue, Ewald addresses a quite different issue for second language (and other) teaching: the role of morality in the classroom. Ewald's study is based upon work on teachers' moral influence in the classroom which, in addition to examining the overt teaching of morality, investigated subtler aspects of classroom morality, including classroom rules and regulations, the morality of *the curricular substructure* (students' and teachers' shared assumptions which allow the classroom to function), and *expressive morality* (teachers' often unconscious

expressions of their own moral beliefs). Ewald used readings and discussions to actively involve undergraduates in an upper-level Spanish language class in her study of student perspectives on morality in the classroom. Based primarily on the qualitative analysis of questionnaires administered to the students, she found that students were sensitive to the moral implications of aspects of the curricular substructure, including teachers' use of religion in the classroom, teachers' actions and reactions, and teachers' judgments of students. She discusses implications for second language classrooms.

In the last piece in this issue, Lorena Llosa interviews Russ Campbell. Russ was a pioneer in language education who worked on many research and training programs in the United States and abroad. He was a founder and chair of UCLA's Department of TESL, which later became the Department of Applied Linguistics and TESL, the home of this journal. Under his leadership, the department developed language teaching programs in collaboration with institutions around the globe. Russ was involved in founding and running UCLA's Language Resource Program (later called the Language Resource Center), where he continued his work on language education in projects ranging from two-way immersion to heritage language learning. After "retiring" in 1991, Russ remained active at UCLA, running programs in the Language Resource Center and continuing to mentor students in our department; he was more active in retirement than many professors are during their careers. Russ passed away a few weeks after the interview. He will be greatly missed. We dedicate this issue to him.

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