Editors

JANINA IWANIEC is a PhD student at Lancaster University. Her research interests centre around SLA; in particular, she focuses on researching language learning motivation in a Polish context. She is interested in the role of sex in constructing motivation to study foreign languages and how motivation is influenced by geographical factors and parents’ education. Janina is also an English teacher. She has experience of teaching general English as well as EAP.

HELEN FAYE WEST is a socio-phonetician specialising in language variation and change in English dialects. In particular, her research is focused on urban areas which lie in between major linguistic zones; investigating the conscious and subconscious linguistic affiliation the people in these areas adopt, in conjunction with the internal processes which drive language change. To date she has followed this line of enquiry examining language attitudes in border towns in the North East of England and North West of England.
Contributors

MICHELLE LAWSON is a PhD student at the Lancaster Literacy Research Centre, Department of Linguistics and English Language, Lancaster University. She is researching the discursive construction of identity ‘lifestyle migration’, with a focus on British migrants in the Ariège département of south-west France. She is particularly interested in digital media as a site for identity construction. Michelle is an Associate Lecturer for the Open University and is also a Principal Examiner for Functional Skills English.

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AKIKO MUROYA obtained an MA in Applied Linguistics from the University of Essex (L1 Japanese Child Second Language Acquisition of L2 English) and is currently a Ph.D. candidate at the University of Essex (Testing Theories of Second Language Acquisition: Evidence from Japanese learners’ English). Her research interests are in second language acquisition (SLA), especially of English, within the generative framework. A particular interest is to probe into possible sources of selective variability in the production of English morphology by Japanese initial learners, focusing on the interfaces between syntactic knowledge and other linguistic components (morphology, semantics, and phonology).