

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.

STEFANIA M. MACI is a researcher of English Language and Translation at the University of Bergamo, and a PhD student at Lancaster University. She is member of CERLIS (Centro di Ricerca sui Linguaggi Specialistici, coordinated by Prof. Maurizio Gotti), CLAVIER (The Corpus and Language Variation in English Research Group), BAAL (British Association of Applied Linguistics), and AIA (Associazione Italiana di Anglistica). Her research is focussed on the analysis of the English language in medical contexts. Amongst her recent publications are: "The Discussion Section of Medical Research Articles: A Cross Cultural Perspective" (2012); "Fast-Track Publications: The Genre of Medical Research letters" (2012); "The Genre of Medical Conference Posters" (2012).

HIND ALJUAID is a lecturer at the Department of English, Taif University, Saudi Arabia. She holds a BA in English and Linguistics, MA in Applied Linguistics. She is currently studying for a PhD in Applied Linguistics at Griffith University, Brisbane, Australia. Her research interests include language learning strategies and English language teaching and learning.

SAMMY GAKERO GACHIGUA is working towards a PhD in Applied Linguistics at Lancaster university, UK, which focuses on the tensions between power elite and public interests in Kenyan parliamentary debates using a discourse-historical approach. He also teaches English and Linguistics at Kenya Methodist University. His research interests include: critical discourse analysis, argumentation theory, parliamentary, media and political discourses.

DENIZ UYGUR-DISTEXHE is a PhD student at the Institute for Language and Communication, University of Louvain (Louvain-La-Neuve). Her doctoral research focuses on discourse markers at right periphery in French. In particular, she investigates the relation between position in the utterance and meaning of discourse markers. She works on spontaneous conversation corpora, comparing discourse markers in face-to-face, chat and text messages.

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).