Editor's introduction

Jonathan Webster

This issue includes four papers and three book reviews. Book reviews are now also available online (<http://www.equinoxpub.com/LHS>). Two of the papers in this issue deal with the application of linguistics for analysing literature (James D. Benson, 'Tennyson's "Ulysses" and the representation of basic emotions') and news writing (Claire Emily Scott, 'Exploring diachronic register change in reports of armistice 1902-2003'). The other two papers address issues related to language learning and policy (Fang Gao, Jae Park, W. W. Ki, and Linda Tsung, 'Teaching Chinese as a second language in China – The cases of South Asians and ethnic Koreans') and pedagogy (Wong Pui Kwong, 'The Relationship between Chinese Language Skills and Language Awareness').

James D. Benson, in his paper on 'Tennyson's "Ulysses" and the representation of basic emotions' takes issue with two mid-twentieth-century literary critics who 'have resisted assimilating Tennyson's avowed meaning, by contextualizing the poem's competing norms from within diverse theoretical orientations.' The poem and Tennyson's own comments about its origins and meaning take a back seat to the theoretical orientations of these critics who seem more intent 'on having a conversation with each other' than with Tennyson. 'A more productive approach,' argues Benson, 'is an interdisciplinary synthesis, which turns to the neuroscience of basic emotions to understand the meaning of yearning, and looks for linguistic evidence in the poem that supports the claim that Tennyson perfectly well knew what he meant by writing it.'

Commenting that '[l]anguage theories can often be needlessly complex but language itself has simple functional significance,' Fang Gao, Jae Park, W. W. Ki, and Linda Tsung, the authors of the second paper in this issue, 'Teaching

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Chinese as a second language in China – The cases of South Asians and ethnic Koreans' address practical concerns related to 'the quality of day to day life of immigrant students and their access to education and career'. In fact, as the authors point out, though both are diasporic communities in Chinese-speaking lands, still their experience in that environment has been quite different. Whereas 'ethnic Koreans in Mainland China enjoy a relatively inclusive sociocultural environment with the use of first language, which is translated into teachers' positive attitudes towards Chinese language and bilingual teaching competency', South Asians in Hong Kong have had to contend with exclusions, racial bias and discrimination. While acknowledging the positive efforts of both the Hong Kong and Chinese governments, still the authors argue for 'further inclusive educational policies if a world-class multilingualism/multiculturalism is sought'.

In 'Exploring diachronic register change in reports of armistice 1902–2003', Claire Emily Scott reports on how linguistic analysis can be applied in the investigation of changes in news writing in reports of the conclusion of war from the *Sydney Morning Herald* (SMH). In particular, Scott focuses on the parameter of tenor, exploring the lexicogrammatical realizations of such semantic motifs as 'the textual identification of the journalist or agencies (realized by bylines), mediation of news information (realized by projection and the thematic status of projected information), semantic intervention in the news process (realized by tense selections that bring all news information in line with the journalist's frame of temporal reference), and codal sharing (realized by homophoric and deictic reference).'

The importance of language intuition and awareness in language learning is discussed by Wong Pui Kwong in 'The Relationship between Chinese Language Skills and Language Awareness'. According to Wong, language intuition includes the abilities to judge what is appropriate or not, locate and correct the source of inappropriateness. Language awareness includes the additional ability to explain or give reason for the corrections. Based on his study of first language learners' Chinese language skills (listening, speaking, reading and writing) and their abilities for Chinese language awareness (judgement, location, correction and explanation), Wong argues for the need 'to raise the consciousness of good language learners about the learning strategies they are using and to make those strategies explicit and systemic as well as available for other learners to help them improve their language-learning abilities'.

This issue also includes three reviews: Radan Martinec's review of Cienki and Muller's *Metaphor and Gesture* (2008); Jay Lemke's review of Ruqaiya Hasan's *Semantic Variation: Meaning in Society and in Sociolinguistics* (2009); and Diane Potts' review of Christie and Martin's *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives*.