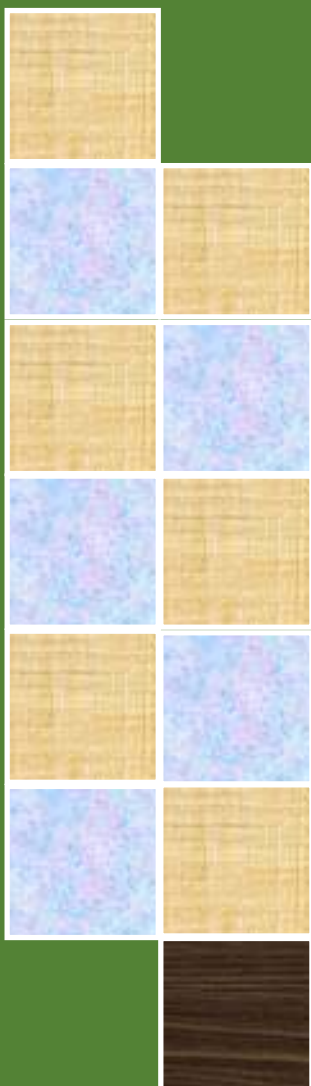




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Foreword

Welcome to the new issue of *Journal of Language and Linguistic Studies, Volume 9 – Issue 2, October 2013*.

As the editorial team, we once again would like to extend our personal gratitude to those without whose valuable help and support, it would become impossible to complete this issue. Each day our team is making tremendous effort to reach the perfect in our services for our authors and readers.

In this new issue we have included eight research papers, each of which is considered highly prestigious study. Arslan, in his article entitled “An integrated approach to enhancing prospective English language teachers’ writing skills,” investigates to what extent the writing course contributes to the acquisition of basic conventions of written discourse in English when prospective teachers of English are involved in an extensive writing practice. In doing so, he uses an analytic assessment rubric to evaluate participants’ pre-study and post-study essays and a pre-study and a post-study self-perception questionnaire. The results of his study reveal that exposing pre-service teachers of English to various genres by means of an extensive writing practice contributes to their writing competency.

In her article “L2 motivation in foreign language learning,” Sung tests Dörnyei’s L2 Motivation Self System and the seven motivational constructs in Chinese as a foreign language classrooms by investigating whether the constructs found in this study differ based on the following differences: (a) gender, (b) grade level, and (c) starting age of learning a foreign language. As a result, she found four motivational constructs: instrumentality-dominant, attitudes toward the L2 speaker/community-dominant, learners’ perception of their parents’ proficiency in Chinese, and milieu.

Acknowledging that the use of literary texts in language classes does not find enough space in English as a Foreign Language (EFL) settings, Kumral has conducted a study on “Semiotic analysis of textual communication in *Snow* by Julia Alvarez” in which he discusses the effectiveness of using semiotic analysis in exposing learners to literary texts and hence, in improving language teaching programs. He argues that the reader not only develops the interpretative skills by acquiring the accepted strategies of semiotic analysis, but also enhances awareness of life, for literary studies help develop a thorough perception of life.

Another interesting article by Osam, Marfo and Agyekum is on “The morphophonology of the Akan reduplicated verb-form” in which they discuss the interaction between constituent formation and alteration of sounds (i.e., morphophonology) in Akan reduplicated verb-forms.

In the article “The effect of dialog journal writing on EFL learners’ grammar knowledge” Rokni and Seifi investigate the impact of dialog journal writing on learners’ grammar development and their confidence and the results of their study reveal that journal writing has a significant positive effect on students’ grammar knowledge and enhance their confidence in writing.

In another article titled “The status of /r/ in the pronunciation of Turkish PhD candidates and its rehabilitation by computer and audacity programs”, Demirezen explores the general situation of /r/ phoneme and special existence of retroflex-r of North American English in the pronunciation of PhD candidates, who took an oral exam. In this research, he investigates the existence of /r/ phoneme by using the Error Hunt Approach and a diagnostic test in listening comprehension, and presents a 50-minute lesson plan as a remedial rehabilitation refinement by Audio-articulation Model by computer and audacity program.

In their research on language assessment, Akpınar and Cakildere conducted a study on “Washback effects of high-stakes language tests of Turkey (KPDS and ÜDS) on productive and receptive skills of academic personnel”. Using a self-report questionnaire for data collection and conducting required statistical analyses, they found that there are significant differences between reading and writing; reading and listening, but reading and speaking provided insignificant results.

Lastly, Bayraktar explores linguistic potential of Turkish colour terms in onomastique and their function in giving proper names in Turkish. She documents 17 different colour terms with varying frequency, and semantic and conceptual fields. Bayraktar’s study shows how functional colour terms are in coining new words Turkish.

Last but not least we are happy to work with those who would like to publish their papers in our journal. Therefore, I am pleased to announce a “call for papers” for our future issues.

On behalf of the editorial board,

Best regards,

Assoc. Prof. Dr. Arif SARIÇOBAN

Editor-in-Chief