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Editorial

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Dear EJAL Readers,

We are happy to be writing this editorial to the first issue of second volume. It is a thrill to start our second year with Eurasian Journal of Applied Linguistics. It has been truly stimulating to work on the journal. It has also been a challenge to maintain the quality of papers without getting tempted by the number of submissions. Despite being a new journal, EJAL has succeeded to receive a good number of submissions from various parts of the world. After our in-house and external review cycles, we have been fortunate to include in this issue most relevant three research articles and two book reviews. We, therefore, feel obliged to thank members of our editorial board and anonymous reviewers for their efforts and invaluable constructive feedback in the review process of manuscripts. Without their input, the issue would not have been as successful.

The first article in this issue is by Atsushi Iida, Gunma University, Japan. The author explores the use of *haiku* – a form of Japanese poetry in foreign language instruction. Atsushi Iida reports on findings from a case study where a Myanmarese student wrote ten haiku poems. It is suggested in the article that *hauki* writing and or poetry can be used as a meaningful medium for literacy learning where students can find creative opportunities for expressing themselves in L2.

The second article explores alternative ways of glossing in the reading process. Dilara Arpacı, Hacettepe University-Turkey. Dilara Arpacı reports on findings from an experimental study in which she investigated varying effects of providing glosses in L2, in L1, or not glossing at all. Her findings show that there may a preference among learners for L1 glosses over L2 glosses and L1 glosses may possibly yield better results.

Andrzej Cirocki, University of York-UK, and Raichle Farrelly, Saint Michael's College-USA, are the authors of the third article in this issue. Acknowledging the value of teacher-research in one's professional development and connecting the ability to link theory to practice, the authors attempt to explore whether and how EFL teachers in Armenian context are engaged in classroom-based teacher research. The

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authors conclude that teacher-led inquiry needs to be promoted and supported in the process of professional development of EFL teachers.

Journals are often the meeting points for books and readers. We, therefore, support book reviews. In this issue, too, we have reviews of two recent books in applied linguistics. The first book is *Motivational currents in language learning: frameworks for focused interventions*, (Dörnyei, Henry, & Muir, 2016) published by Routledge. Funda Ölmez, Hacettepe University-Turkey, reviewed the book for EJAL. Kadriye Aksoy, Hacettepe University, reviewed the second book, *Exploring psychology in language learning and teaching* (Williams, Mercer, & Ryan, 2016) published by Oxford University Press.

Publishing a journal is an ever-continuing process. Having been able to release the EJAL 2(1) issue, the next task is to prepare the next issue. Hope to be able to write the editorial for the second issue in 2016.

Happy reading!

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Editors