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Editorial

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Dear EJAL Readers,

We are happy to publish the second issue of second volume. It is a pleasure to see that *EJAL* is moving forward in confidence and quality. It is also a source of pride to see the completion of our second volume. We, therefore, feel obliged to extend heartfelt thanks to members of our editorial board and anonymous reviewers for their efforts and constructive feedback in the review process of manuscripts. We are fully aware and acknowledge that we would not have been able to publish *EJAL* without their input. Thank you all for your endless support and efforts.

EJAL has continued to attract attention of many authors as an outlet for their research in the broad field of applied linguistics. After our in-house and external review cycles, we have been able to include only five research articles in this issue. Needless to say, we had to make difficult decisions in the selection of articles and are grateful to our authors of the articles in this issue for their cooperation during the review cycles and the copyediting process.

The first article in this issue of *EJAL* is by Csaba Z. Szabo (The Open University, Milton Keynes, UK). From within a multilingual perspective, he explores the interaction between knowledge of different languages on the acquisition of English as a third language. Chaba Z. Szabo, in this interesting research article, tries to illustrate the link in case of Hungarian native speakers with Romanian as a second language (L2). Using a set of different vocabulary levels tests, he was able to show that knowledge of vocabulary in an L2 was linked to vocabulary knowledge in L3, indicating that a language learner who is good at L2 is also likely to be good at an L3.

The second article is about willingness to communicate and by Arzu Kanat-Mutluoğlu (Hacettepe University, Ankara, Turkey and Pamukkale University, Denizli, Turkey). She follows the line of inquiries into what makes people want to communicate in an L2. To do this, in a quantitative study design, Arzu Kanat-Mutluoğlu explores the interplay between willingness to communicate, L2 motivational self-guides, academic self-concept, and intercultural communicative competence. The analysis of the data points to the possibility that conceptualization of

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tertiary level learners of themselves now (Academic self-concept) and their ideal L2 selves as effective future users of the language are significant predictors of willingness to communicate in L2 English.

S. Mekala, M. Ponmania (National Institute of Technology, Trichy-15, India), and M. P. Shabitha (Thiruvalluvar University College of Arts and Science, Kallakurichi, India) are the authors of our third article. In their article, they emphasize the necessity for effective abstract writing and the role of grammar in the process of writing. The authors have endeavored to show the effects of grammar instruction on the language learners' writing tasks. The results suggest that if instructed, language learners are capable of transferring their knowledge of grammar to their writing tasks.

The fourth article is a report of a replication study by Ümran Üstünbaş (Bülent Ecevit University, Zonguldak, Turkey). She has tried to replicate Valeo and Spada's (2015) research study where preferences of teachers and language learners in terms of timing of grammar instruction were explored. Analysis of the data from 651 learners of English and 42 instructors of English revealed that both learners and teachers do prefer integrated form-focused instruction while they do not discredit isolated form-focused instruction.

Finally, Jülide İnözü (Çukurova University, Adana, Turkey) and Sehnaz Sahinkarakas (Çağ University, Mersin, Turkey) contributed our fifth article. Concerned with the positive classroom environment, the authors try to demonstrate whether and how psychological and social well-being influence candidate teachers' perceptions of positive classroom environment. In this interesting study, they were able to identify some significant relationships between some variables if not among all included in the study.

We hope that our readers will find the content of this issue useful for their research and practice into language learning and teaching as much as we found it interesting and stimulating in the process of preparing the issue. Publishing a journal is an ever-continuing process. Having been able to release the EJAL 2(2) issue, the next task is to start preparing Volume 3.

Hope to be able to write the editorial for the upcoming issue in 2017.

Happy reading!

İsmail Hakkı Erten & Hüseyin Öz

Editors