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Introduction

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From the Editors

It is our pleasure to announce our appreciation to the NALANS team: editors, members of the editorial and advisory board, as well as the contributors to the issue. We have had a chance to witness the growth of the journal from the first day on, and with each issue, we have had a broader range of readers and writers, whose articles greatly contribute to our understanding of language. Understanding language is an ever-green curiosity for many researchers as it directly or indirectly provides key insights into understanding human beings. The way we assign meaning to words undoubtedly has a significant bearing on our social interactions. Therefore, capturing the manifestation of language -be it first, second or foreign, real or fictitious- will greatly contribute to our meaning making.

In this issue, there is a note to editor, five research articles and two review articles. In the Note to Editor section, Mustafa Zeki Çıraklı proposes the maxims of his “theory of postromantic education,” upon which he has been reflecting for long, chewing its terminologies in public with enthusiasm and enjoying its framework during his own teaching practice. At a time when revisiting our philosophy of learning and language education is a salient need, such a review and reconceptualisation of the recent paradigm shift seems to be timely and appropriate.

As regards the articles, Marie-Laure Ryan draws a comparison of the fictional and the real museum which is described by the narrator in Orhan Pamuk’s Museum of Innocence. Her article is titled “On the Eloquence and Silence of Objects: Orhan Pamuk’s Museum of Innocence.” The readers could hear the voices of objects thanks to Ryan’s coverage of different perspectives: language of objects, as perceived by Pamuk, by Kemal, and by the visitor to the museum. The second article by Ahmet Çebi informs us of teacher cognition and teacher behaviour by examining teachers’ perceptions toward technology integration into the language teaching practices. It is followed by Şakire Erbay and Şeydanur Güner’s article, which problematizes the effectiveness of cooperative learning in language instruction. In the fourth article entitled ““This Novel Changes Lives:” The Women’s Room, Consciousness-Raising and the Confessional Mode,” Şule Akdoğan presents the instances of a figurative room in which women characters question the patriarchal system. Finally, using a collaborative auto-ethnographic method, Philemon Chigeza’s article helps capture educators’ perceptions of the role of language when kindergarten children learn numeracy.

Moreover, two review articles appear in this issue. The first one titled “Language and Identity: A Critique” is written by Masoud Mahmoodi Shahrehabaki. In his article, the author proposes

to go beyond the casual direction of language and identity. Arguing that unilateral interpretations might fail to help us understand the bilateral connections, the author approaches the issue from a semiotic look. The second review article by Robert Galletly sheds light on how the audience is connected to character in contemporary film, namely through the narrative action of focalization.

We are grateful to each scholar who contributed to this issue and would like to acknowledge reviewers, whose commitments, we believe, have promoted the standards in selection and high-quality work. Finally, we are very pleased to announce a “call for papers” for the next issue to be published in June 2019.