Dear Reader,

We are pleased to present to you the newest issue of the ELT Research Journal, which brings together five insightful and timely contributions in the field of English Language Teaching and related disciplines. As always, we aim to provide a platform that supports scholarly discussion and encourages further research by academics, teacher educators, and practitioners in the ELT community.

This issue opens with a qualitative case study by Fikri Geçkinli, which explores how EFL teachers' beliefs about language assessment vary according to their teaching experience. Using metaphors and interview data, the study sheds light on how teachers conceptualize assessment and how their professional backgrounds shape these understandings.

The second article by Meltem Baysal-Çalışkan and Salim Razı examines the academic integrity needs of English language learners in higher education. Through a qualitative analysis of interviews with students and instructors, the study highlights the growing challenges posed by generative AI tools and emphasizes the urgent need for targeted integrity training.

In the third study, Nazlı Aykut investigates the academic resilience of physical therapy and rehabilitation students who began university education following the 2023 earthquakes in Türkiye. The article provides valuable insights into the academic and emotional challenges these students face, as well as their coping strategies and support needs.

This issue also features two review articles. Özgür Çelik offers a comprehensive conceptual review on the evolving landscape of foreign language education in the age of artificial intelligence. The paper discusses how AI is reshaping traditional approaches, theories of language learning, and the roles of both teachers and learners.

The final paper by Ahsen Soylu presents a systematic review of flipped classroom practices in EFL contexts. Synthesizing results from recent empirical studies, the article highlights the potential and challenges of integrating flipped learning in language instruction, with implications for learner autonomy and digital pedagogy.

We extend our heartfelt thanks to all the authors for their important contributions to this issue. We are also deeply grateful to our editors, co-editors,

and reviewers who dedicate their time and expertise to ensuring the quality and rigor of our publication. We hope this issue inspires further inquiry and invites you to consider submitting your work to future volumes of ELT-RJ.

Best regards,

Prof. Dr. Dinçay KÖKSAL
Editor-in-Chief

Prof. Dr. Gonca YANGIN EKŞİ
Associate Editor

Assoc. Prof. Dr. Ahmet Erdost YASTIBAŞ
Associate Editor