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<http://www.udead.org.tr/journal>
*International Association of Research
in Foreign Language Education and Applied Linguistics*
ELT Research Journal
2012, 1(2), 89-90
ISSN: 2146-9814

Editorial

Dear ELT Research Journal Reader,

We are proud to publish the second issue of our newly born *ELT Research Journal*. As acknowledged in the first issue, *ELT Research Journal* aims to cover various topics in the field of ELT. It is fascinating to see that the journal is on its way to find its place among the respected outlets of research in the field. Meanwhile, I would like to extend my appreciation to the authors for considering *ELT Research Journal* to submit their works. In addition, my special thanks go to our reviewers who have contributed greatly with their helpful comments on and valuable reviews of new submissions.

As one can assume, establishing a journal is a very challenging process in which several unpredictable obstacles may occur specifically related with cooperating effectively at all levels. Relevantly, as expected, we have also encountered certain problems which resulted in deceleration of releasing the new issues. Although we have managed to overcome these troubles, we would like to apologize from those who waited patiently for the publication of this issue. Yet, with the support of our authors, members of our editorial board, reviewers, proofreaders and copy editors, we have finally managed to put the second issue together on the last day of 2012.

I personally owe thanks to several people who have greatly contributed to the second issue. Despite their extensive engagement in teaching and researching, the members of our editorial board and reviewers have provided precious contribution to *ELT Research Journal*. İsmail Hakkı Erten, the editor of *ELT Research Journal*, deserves special thanks for both giving birth to such a rewarding journal and maintaining correspondence the members of the editorial board. In addition, our assistant editor Salim Razi's efforts need to be appreciated. I would like to thank him for establishing correspondence to welcome manuscripts and manage review process. Moreover, the web editor Mustafa Tekin's attempts to prepare the manuscripts for publication deserve to be mentioned. Finally, I will return my thanks to Cumali Yaşar for maintaining his assistance in managing our journal website.

In addition to the seven research articles in the voluminous first issue of volume 1, we publish three more research article along with a book review. Our expectancy is to maintain the publication of valuable ELT-related research articles and book reviews for our readers in the following issues.

The first article in the present issue is by *Gonca Ekşi* from Gazi University, Turkey. Her study aims to determine the self- efficacy of foreign language instructors in information literacy and computer literacy after an in-service training on ICT skills and a considerable amount of investment on hardware, software and the infrastructure. The results of Ekşi's study indicate that the instructors have high self-efficacy scores in both areas.

The second article in this issue is by *Esim Gürsoy and Şule Çelik Korkmaz* from Uludağ University, Turkey. Their study aims at investigating ELT trainees' understanding of

beliefs about basic theory on teaching English to young learners and how this knowledge affected their teaching philosophy during implementation in the school experience course. Their results revealed that the trainees gained the necessary theoretical information at a moderately high level and the trainees implemented their beliefs about teaching young learners in most of the areas except for the organization of the resources and the use of appropriate teaching methodology.

The third research article is by *Andrew Farley* of Texas Tech University, USA and *Erhan Aslan* of University of South Florida, USA. Their work investigated the impacts of an input-based instruction (processing instruction, PI) and an output-based instruction (meaning-based output instruction, MOI) on the acquisition of the English present subjunctive form by Turkish EFL learners. The results of their study revealed that the improved performance of both instructional groups was equal at the interpretation level; however, at the production level the MOI group performed significantly better than the PI group.

Finally, the second issue of *ELT Research Journal* includes its first book review by M. S. Rao from International Leadership Guru, India. Rao successfully reviews Lois J. Zachary's very fascinating book titled 'The mentor's guide: Facilitating effective learning relationships'. The book was published by Jossey-Bass Publishers in 2011. We hope Rao's review encourages many of us to read Zachary's book.

For the coming issues of *ELT Research Journal*, we would like to encourage our readers to review newly published books and materials, and to submit questions and make comments about published work in this journal to exchange ideas among researchers from all around the world. More importantly, once more, we would like to remind you that we need your comments and suggestions for our future issues.

We are looking forward to presenting the second volume soon.

Happy reading.

Dinçay Köksal
Editor in Chief of ELT Research Journal