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Editorial

Dear ELT Research Journal Reader,

We are happy to present the second issue of *ELT Research Journal* which aims to cover various topics in the field of ELT. We hope that the journal finds its place among the respected outlets of research in the field. In this respect, I would like to extend my gratitude to all authors who submitted their work to *ELT Research Journal* from the first day of its announcement and to our reviewers who have contributed greatly with their helpful comments and valuable reviews of new submissions.

It is always difficult to prepare the first issue of a journal. It takes time to set the scene and requires a great deal of cooperation at all levels. Preparation of this issue has also been painstakingly long and difficult. It has taken us much longer than expected. Still, with the support of prospective authors, our editorial board, reviewers of papers, proofreaders and copy editors, we have managed to put the first issue together. It should therefore be our shared pride to present the first issue of *ELT Research Journal*.

I personally owe thanks to those who have contributed to the preparation of the journal. Members of our editorial board and reviewers have done an invaluable job in their ever busy teaching and research schedule. I hope they can spare some more time for the *ELT Research Journal* in the future. Technical and organizational assistance have also been essential. Two names deserve special mention: Salim Razi and Cumali Yaşar. Salim has managed the review process and most of the copy editing. He has also agreed to act as the assistant editor while Cumali has prepared the web page. Without such support, this issue would not have been completed.

Although this is the first issue of *ELT Research Journal*, it can be regarded to be voluminous as there are seven research articles. We hope that we can maintain presenting research articles in relation with the field of ELT in the following issues.

The first article is by *Zhichang Xu* from Monash University, Australia. The study aims to explore the changing roles of the teachers and the students in the blended teaching and learning environment in Hong Kong. Xu discusses the engagement of both teachers and students in a combination of computer-mediated communication and classroom face-to-face interaction on a daily basis. The findings of his study indicate different roles of both teachers and learners.

The second article in this issue is by *Salim Razi* from Çanakkale Onsekiz Mart University, Turkey. He intends to describe an integrative approach to develop and establish reliability and validity of a reading test as conventional measures superficially reveals the difficulty. His study will raise awareness for the importance of establishing validity and reliability for reading tests.

The third article is by *Mohamed Ismail Abu-Rahmah* of Suez Canal University, Egypt and *Salma Hamed Al-Humaidi* of Sultan Qaboos University, Oman. The work presented in the article is a qualitative study which attempts to enhance English language teaching and learning through the employment of some self-assessment techniques. The writers review the various definitions of the term self-assessment, its pedagogical benefits and the studies conducted to investigate its effect on other ELT variables such as language skills, linguistic competence, self-efficacy, and learner autonomy.

The fourth article is by *Görsev İnçeçay* of Yeditepe University, Turkey. The study investigates the challenges that English language teachers have faced in state schools during the implementation of the new policy prepared by the Ministry of National Education in 1997. In this respect, the author reports the reflections of a number of Turkish teachers of English through semi-structured interview sessions.

In the fifth article of *ELT Research Journal*, *Mohammad Al-Khawalda* of Mutah University, Jordan and *Eid Alhaisoni* of Hail University, the Kingdom of Saudi Arabia aim to investigate the effect of first language on mastering a second language and to fill a gap in linguistic studies of transfer. Their study deals with the problems which Arabic native speakers encounter with the use of 'wish'. In this respect, they carried out an experimental study with a number of eighty-eight Arabic native speakers of freshmen. Their results indicate that the problems which they face when dealing with 'wish' result from applying their knowledge in Arabic language to answer the questions about 'wish' in English.

In the sixth place, *Jameel Ahmad* from Jeddah Community College, Saudi Arabia explores the distinction between intentional and incidental vocabulary learning by analysing their effects on Saudi ESL learners' ability to understand, retain and use new words actively in different situations. To do this, he delivered a standard confirmation test and a contrastive extempore test of intentional and incidental types to twenty students at graduate level. Fifty new words were taught to two treatment groups either as intentionally or incidentally. His results revealed that incidental type performed significantly better than intentional type.

In the final article of the first issue of *ELT Research Journal* *Richard Watson Todd* of King Mongkut's University of Technology Thonburi, Thailand investigates the notion of large classes in relation with ELT. His study examined the relationship between class size and learning at a Thai university. The results indicated significant negative correlations between class sizes and grades. By comparing the grades of students in different classes he suggested two threshold levels of 25 and 45 students per class.

For the later issues of *ELT Research Journal*, we invite 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 different parts of the world. More importantly, we would like to remind you that we need your comments and suggestions for our future issues.

We are looking forward to presenting our second issue soon.

Happy readings.

İsmail Hakkı Erten

Editor of ELT Research Journal