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Dear ELT Research Reader,

It is a truism that one of the main preoccupations of educational researchers is to reveal issues to consider when designing teaching and learning processes. To address this, a great number of research studies have been conducted to identify factors influencing the quality of teaching and learning. Without doubt, the findings of studies within this scope make important contributions to the field. Conducting these types of research studies is crucial for ELT field because, compared to other disciplines, learning and teaching a foreign language is one of the most challenging processes in which learners deal with various complex issues. Therefore, the number of research studies with this preoccupation should increase as this will contribute to our understanding of how to design effective English language teaching and learning procedures.

This issue of ELT Research Journal includes three articles which aim at evaluating different language teaching programmes from different perspectives. The first article by Bilican concerns the effectiveness of a PhD programme through listening to students' voices on its strengths and weaknesses. This article reveals important findings which should be taken into consideration by different stakeholders in designing ELT programmes at doctoral level. In the second article, Salı and Gürsoy report pre-service English teachers' views of a 'Global Issues in Language Education' course. The study shows how courses that concern with social issues influence students' linguistic and social development. The findings provide support for the assumption that building learners' awareness of social issues should be one of the main concerns of ELT programmes. The final article by Kurt, Akyel, Koçoğlu and Mishra draws attention to technology integration in teaching English as a foreign language. Their study, underpinned by the framework of 'Technological Pedagogical Content Knowledge', investigates whether technological pedagogical content knowledge of prospective teachers of English influences ELT classes they design and implement. The findings show how this knowledge influences the content, pedagogy and technology of classes offered.

We hope that these articles will contribute to the literature and provide researchers with the idea of designing further research studies within similar scope. We would like to thank all the contributors, the members of editorial board, and the reviewers for their efforts to publish this issue.

Prof. Dr. Dinçay KÖKSAL
Editor