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Dear ELT Research Journal Reader,

Our present issue reflects concerns in teaching of English as a foreign language from a wide range of contexts. In ELT field, research studies within a contextual scope contribute to the field through making implications that could be adaptable to other contexts. This allows readers for comparing problems that both learners and teachers encounter in different contexts while teaching English. These research studies also make it possible for researchers to conduct follow-up studies to investigate whether the findings of the previous studies are congruent with their contexts. I believe that the articles in this issue will contribute to the knowledge of different stakeholders in ELT field and motivate research to conduct further research on issues addressed in these studies.

The first article by Alishah deals with one of the recent research concerns of teaching of speaking: willingness to communicate. The author addresses the concept in English as a second language context and investigates whether affective variables influence Iranian students' willingness to communicate. The research focuses on factors that are likely to influence willingness to communicate such as self-perceived competence, personality, and motivation. The findings of the study will provide an overview of factors to consider in developing learners' WTC.

Anjaneyulu, in the second article, reports a textbook evaluation study which was conducted in India. The research introduces a comparative perspective which was investigated whether textbooks are congruent with the English language teaching policy in India. In doing so, the author gave a voice to students and asked for their views of the effectiveness of the text books.

The third article, written by Mede, offers a broader perspective and evaluates a Language Preparatory Programme offered in English Language Literature and Translation Departments. The author grounded her study on the concept of needs analysis and collected both quantitative and qualitative from students. This study makes important implications for different stakeholders in designing English language programmes at university level.

In the final article, Üstünel and Öztürk investigate how culturally enriched classes influence young learners' motivation, knowledge, attitude, and awareness. The study follows experimental methodology in which experimental groups took culturally enriched classes. The

findings of this study are important, in that it reveals the role of culturally enriched activities in developing young learners' cultural awareness.

I hope this issue will contribute to the ELT field and encourage researcher to conduct further studies on issues raised in these article.

Prof. Dr. Dinçay Köksal

Editor