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Dear 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 the ELT Research Journal includes four articles which aim at evaluating different language teaching programmes from different perspectives. The first article by Varmış Kılıç and Genç İlder investigates whether authentic materials have a positive impact on developing the attitudes of 12th grade students in EFL classes. Based on the quantitative research findings, the authors state that although pre-test results indicated no significant difference between the means of the experimental and the control group, the means of the experimental group was found to be significantly higher than the control group according to post-test results. In conclusion, it can be said that authentic materials have marked a positive effect on the attitudes of students towards English course. In the second article, Tercan and Dikilitaş report a study on the causes of anxiety among foreign language learners with special reference to “speaking” as a skill. The study offers implications for instructors and curriculum designers with regard to teaching and testing speaking skills. Rather than one-shot exam sessions, speaking skills should be taught in socially non-threatening settings to allow for greater learner performance. The third article by Rathert discusses the applicability of the repertory grid technique and, in particular, the instrument used in the study in second language teacher education. Finally, the fourth article by Mutlu and Kaşlıoğlu aims to find out the current factors that may promote and/or hinder the effective implementation of CLT by Turkish EFL teachers working in state and private schools.

We hope that all 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