



Available online at:
<http://dergipark.ulakbim.gov.tr/eltrj/>
*International Association of Research
in Foreign Language Education and Applied Linguistics*
ELT Research Journal
2015, 4(3), 172
ISSN: 2146-9814

Dear Reader,

The current issue of the ELT Research Journal hosts four articles. The first article by Yeşim Keşli Dollar and Aylin Tekiner Tolu reports a qualitative case study which investigated the implementation of digital story writing in a private K-8 school in Istanbul, Turkey. All students were highly motivated, wrote creative stories, and felt proud to publish their stories online. Teachers reported a positive change in student motivation and involvement with the writing task; they were pleased to implement digital story writing and determined to continue using it.

The second article of the issue by Muhlise Coşgun Ögeyik investigates whether the causes of student teachers' speaking problems in English arise from low self-esteem. In the study, Rosenberg's Self-Esteem Scale (RSES) was used as pre-post tests to measure the degree of self-esteem of the student teachers. Paired sampled t-test results indicated that the superiority of post-test results over the pre-test results with significant differences.

The next article reports a study by Gamze Öner and Enise Mede, who investigated the perceptions of stakeholders namely, students, EFL instructors, level coordinator and program administrator enrolled in an English Preparatory School in relation to their perceptions of the A1 (beginner level) program designed for repeat students at a foundation (non-profit, private) university in Istanbul, Turkey. The findings of the study revealed that although the program is perceived to be effective in general, there are particular components that need to be revised and emphasized. In the light of these findings, certain curricular recommendations are made to be taken for consideration in the following academic years.

The final article of this issue reports active English teachers' opinions regarding the primary 3rd grade English Language Teaching Program. According to Pınar Çankaya, the author, the findings of the study showed that the program needs some modifications regarding its teaching and learning process and assessment in the light of teachers' opinions. Moreover, teachers emphasized that they need to have an in-service training on the program.

Enjoy reading...

Prof. Dr. Dinçay KÖKSAL

Editor