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Dear Reader,

We are proud to present the final issue of the fourth volume of the ELT Research Journal.

We have four articles in this issue. The first one is by Sezgin Kodal who aims to evaluate the efficiency of the course content and material exploited in English for Academic Purposes –EAP- course for Oral Communication Skills II. The evaluation in this study is based on the students' reflection on the course. Most of the students reflected positive views on the course content, though few criticized the course materials. As regards the students' expectations, some applications in the course have been reviewed.

The second article by Işıl Gamze Yıldız reports a sample text analysis model to contribute to students' foreign language learning process, for candidate teachers while planning to conduct academic research and studies, for teachers of English while selecting and interpreting the content of the texts that they would use in their classes.

The third article by Şeyda Selen Çimen investigates what beliefs about language learning do pre-service and in-service English language teachers have, and whether there are any differences between their beliefs. This study adopts both quantitative and qualitative approaches to investigating beliefs about language learning. In the study, a self-report questionnaire (BALLI) and a semi-structured interview are utilized. It is concluded that changes in certain beliefs take place between the first year to the fourth year pre-service EFL teachers and these changes can be attributed to the four year teacher education program they are engaged in. It is also concluded that language teaching experience also creates a difference in beliefs about language learning of pre-service and in-service EFL teachers.

The final article of this issue is by Ceylan Yangın Eranlı, who presents the findings of a descriptive study addressing the question of whether writing evaluations of non-native English speaking (NNS) instructors match with those of native English speaking (NS) instructors on the basis of a six-trait writing rubric. The results of this study showed that both groups value ideas and content as the most important trait which is followed by organization. The NS instructors assign more weight to sentence fluency while the NNS instructors value word choice more. Both groups assign more weight to conventions of writing than voice and tone.

Hope you enjoy reading all of the articles in the present issue.

Prof. Dr. Dinçay KÖKSAL
Editor