



Available online at:

<http://dergipark.ulakbim.gov.tr/eltrj/>

*International Association of Research
in Foreign Language Education and Applied Linguistics*

ELT Research Journal

2016, 5(1), 1

ISSN: 2146-9814

Dear Reader,

I am honoured to present the first issue of the new year. The ELT Research Journal is continuing its growth with your unfailing support. In this respect, I would like to thank all the contributors of the present issue.

We have four articles in this issue. The first one is by Hatime Çiftçi, who examines the use of refusal strategies by Turkish EFL speakers in comparison with native speakers of English and Turkish. Considering refusals as a face-threatening act The findings demonstrated that both Turkish EFL speakers and native speakers of Turkish and English utilized a wide range of refusal strategies. Further analysis of the data for the status of the interlocutors and the content of the semantic formulas as well as the directness/indirectness revealed divergence in the use of refusal strategies across groups. The study provides pedagogical implications and recommendations for future directions.

The second article by Kutay Uzun aims to find out if there is a significant relationship between Foreign language anxiety and Self-directed learning. Correlational analysis reveals that there is no significant relationship between foreign language anxiety and self-directed learning, however, there is a positive correlation between test anxiety and self control.

In the third article by Sinem Dünder, the author points out that it would be advantageous to raise EFL students' awareness of metacognitive reading strategies to make them become proficient foreign language learners.

The final article of this issue is by Nur Cebeci, who attempted to investigate the prospective teachers' attitudes towards the course "Teaching English to Young Learners I" (TEYLs I) which requires micro teaching presentation. The second aim of the study was to find the impacts of the theories they studied in the course and the practice they implemented in the kindergartens voluntarily on their teaching practice. The study is descriptive in nature. The overall findings displayed that the participants had positive feelings about the microteaching practices and kindergarten applications in terms of professional development.

Enjoy reading,

Prof. Dr. Dinçay KÖKSAL

Editor