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*International Association of Research
in Foreign Language Education and Applied Linguistics*
ELT Research Journal
2019, 8(3), 126
ISSN: 2146-9814

Dear Reader,

We, as the Editorial Team of the ELT Research Journal are happy to announce the release of the third issue of 2019 volume. In this issue, there are three research articles addressing a number of issues in the field of English Language Teaching.

The first article by Erhan GÜLŞEN and Enisa MEDE aims to determine the effects of online differentiated reading on comprehension skills and learner autonomy of young learners at a private college in İstanbul, Turkey. Collecting the data through pre-post-tests of reading comprehension and learner autonomy, semi-structured student interview and reflective teacher journals, the study concludes that integrating online differentiated reading lessons could be regarded as an efficient way of instruction to support the development of reading comprehension skills and enhance the achievement of autonomy in foreign language classrooms.

The second paper by Adnan DEMİR aims to examine the frequency of error correction, types of negative feedback used, and learner involvement in error correction procedures in three EFL class sessions in a university setting with three different teachers. Embracing a qualitative research design, the study presents real-life instances from the language classroom under scrutiny. The study concludes with the negative and positive impacts of feedback in language classrooms.

Lastly, the third study of the issue by Tuba ÖZTURAN, Gülşah UYAR and Aycan DEMİR AYAZ aims to compare the success of the immigrant students in reading skills in both countries as well as their sense of belonging and their parents' education by utilizing PISA-2015 data. The results display that the immigrant students in Canada have outperformed their peers in Belgium.

We would like to thank once more all the researchers who have contributed to the current issue of the journal with their invaluable academic works. We would also like to thank all editors, co-editors and reviewers of the ELT-RJ for their voluntary contribution to the journal by managing the review process.

Best Regards,

Prof. Dr. Dinçay KÖKSAL
Editor-in-Chief

Prof. Dr. Gonca YANGIN EKŞİ
Associate Editor