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## **ABOUT THIS JOURNAL**

ELT Research Journal is a peer-reviewed international journal devoted to the publication of articles and general issues relating to research in English Language Teaching as a foreign/second language around the world. The ELT Research Journal is a forum for constructive dialogue among researchers who seek to illuminate current and emerging areas of interest to the workers of the field.

## **WRITING RULES**

The content of the journal is available only in English.

### **Length of articles**

The length of articles, excluding appendices and bibliography, should be between 3.000 and 8.000 words. Longer articles of academic importance and topical interest may, however, be considered.

### **Title**

The title of the paper should be less than 13 words.

### **Abstract**

The abstract (between 120-200 words) should be followed immediately by the Key Words (maximum 6) used in the article.

### **Full Text**

Since ELT Research Journal is published in English, manuscripts should be submitted only in English.

### **Format of Electronic Articles**

Articles sent to the journal in electronic form - Microsoft Word 97 or later - should be written in Times New Roman 12 point with double line spacing and justified on left. Margins should be arranged to 2.54cm on the right and left, and at the top and bottom. Page numbers, headers, and footers should not be used. Explanatory notes should be given as endnotes before the references, not as footnotes.

### **Tables and Figures**

Any special characters used in the text should be sent together with the article. Tables, graphics, figures, and photographs included in the article must be inserted in the text. Tables need to be drawn according to APA guidelines. Any papers that do not conform to the policies outlined above in the style guidelines cannot be considered for publication in the Journal.

**Referring to Other People's Work in the Text**

References within the text should be shown in brackets with the surname, date and/or page number [e.g. (Riding & Rayner, 1998, p. 1) or (Riding & Rayner, 1998)]. All references should be shown in the references section. Extracts of less than 40 words should be shown between the lines in "quotation marks" whereas longer ones should be indented 1,25 cm from the left and right margins without quotation marks as a block.

**Example**

In their conclusion to their review of cognitive styles and learning strategies, Riding and Rayner (1998, p. 190) conclude that

Much of the work on style to date has been exploratory in nature – mapping the ground. The next stage is now required to systematically investigate the aspects, nature, role, relationship to other constructs and practical applications of style. This should significantly advance the understanding of individual differences and indicate the extent of the practical importance of style.

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**Dear Reader,**

We, as the Editorial Team of the ELT Research Journal, are happy to announce the release Volume 9 Issue 1 of the ELT Research Journal. The ELT Research Journal aims to set up a highly qualified international academic platform for those involved in language education and teaching practices.

The first article presents the process of teaching a foreign language in the distance education system compared to the traditional, in-class teaching system, which is very likely to draw attention of our readers due to the Covid-19 Pandemic. The second paper aims to investigate how both microteaching and school-based experiences increase awareness level of student teachers of English for the teaching profession. The third study investigates how peace education is integrated with the new English language teaching program (ELTP) of lower secondary education of Turkey. The fourth article provides a review of Processability Theory from a critical perspective and investigates the limitations of and ambiguities in the theory through examining previous studies. The fifth article aims to seek answers to an ongoing problem of drop-outs and failures place in the EFL environment in a voluntary intensive English program at a state university in Turkey. The last study of the issue aims to explore a more practical way to make vocabulary learning and listening comprehension easier.

We would like to thank 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**

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