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Dear Reader,

We, as the Editorial Team of the ELT Research Journal are happy to announce the release of the fourth 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 Özgür ÇELİK and Dinçay KÖKSAL examine three selected educational studies from the ontological and epistemological perspectives. The consistencies and inconsistencies identified in these studies are compared to reveal how relying on the philosophical underpinnings may lead to consistency in educational studies.

The second paper by Görsev SÖNMEZ BORAN and Serkan GÜRKAN explore the perceptions of pre-service and in-service teachers regarding the conventional methods and post-method pedagogy in Turkey. The results of the study yielded that Communicative Language Teaching (CLT) and Total Physical Response (TPR) are the most highly favoured teaching methods among pre-service and in-service language teachers in the Turkish Context.

Lastly, the third study of the issue by Hilal PEKER reviews on the assessment considerations for English language learners (ELLs). It provides an in-depth examination of the disproportionate representation of ELLs in special education programs in the U.S. In this sense, it can represent a model for the current Turkish special education programs that may have more immigrant and refugee students with an increasing Syrian student population at schools.

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