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Editorial

Dear ELT Research Journal Reader,

We are pleased to publish the third issue of *ELT Research Journal* that covers various topics in the field of ELT. As we have been receiving great support from our interested authors, we would like to extend our appreciation to those who consider our journal to submit their works. Moreover, we would also like to thank to our reviewers who have been devoting their time.

In this third issue of the first volume, we have four research articles in addition to two book reviews. The first research article is by *Diñçay Köksal* and *C. Akin Şahin* from Çanakkale Onsekiz Mart University, Turkey. Their study aims to investigate foreign language education policy of Turkey at the macro level by giving prominence to English language teaching as it plays a major role in Turkey's education system. The data were collected through official documents which involve the national education councils organized from 1939 onwards. Their results indicate that although the top-level state authorities in Turkey theoretically give importance to foreign language teaching, they show inconsistency in their decisions while translating them into practice.

The second article in this issue is by *Yusuf Kasımi* from Hacettepe University, Turkey. His study aims at investigating cognitive and metacognitive reading strategies employed by Iranian and Turkish EFL readers by considering the similarities and differences. The data were collected from English Language Teaching Departments of Çanakkale Onsekiz Mart University, Çukurova University, Erciyes University, and Gazi University in Turkey; and Marand University, Tehran University, and Tehran Azad University in Iran by means of questionnaires which were administered in the fall semester of 2009-2010 academic year. His results indicated significant differences among groups in terms of frequency of cognitive and metacognitive strategy use, indicating the impact of culture on employing strategies.

The third research article is by *Abiy Yigzaw Filate* of Bahir Dar University, Ethiopia. His work investigated the impact of students' self-regulated language learning on their reading achievement by determining whether or not motivational beliefs and self-regulated learning strategies are significant predictors of high school students' reading performance. The sub-scales for the motivation scale were intrinsic and extrinsic goal orientations, task value, and self-efficacy for students' reading performance; while the sub-scales for the cognitive learning strategies were cognitive strategies and meta-cognitive self-regulation. The study included 107 Grade 9 students at Bahir Dar University. Questionnaires, interviews and tests were used to gather data. The results showed that the students' use of cognitive strategies was a significant predictor of their reading performance.

The fourth and final research article is by *Görsev İnceçay* and *Yeşim Kesli Dollar* of Bahçeşehir University, Turkey. Their study dealt with classroom management, self-efficacy and readiness of Turkish pre-service English teachers. 36 senior students in the English

language teaching department of a foundation university in Istanbul, Turkey participated in the study. Data came from the subscale of the Teachers' Sense of Efficacy Scale concerning classroom management, the Teacher Readiness Scale for Managing Challenging Classroom Behaviors, and an observation scale developed in line with the questionnaires. The analysis of data revealed a significant relationship between the pre-service teachers' classroom management efficacy and their readiness to manage the challenging classroom behaviors. Their findings provide insights into pre-service teachers' classroom management efficacy and readiness in a real teaching environment and their improvement in this area.

In addition to these four research articles, we also present two book reviews. The first book review is by *Filiz Ütkiner* of Çanakkale Onsekiz Mart University. She introduces Muriel Saville-Troike's 'Introducing second language acquisition' that was published by Cambridge University Press in 2006. Finally, *Bihter Gökçeyurt* of Trakya University reviews Deborah Tannen's 'Talking voices: Repetition, dialogue and imagery in conversational discourse (2nd edition)' that was published again by Cambridge University Press in 2007. We hope that their reviews on these seminal books will enrich our understanding of these issues.

For the coming issues of *ELT Research Journal*, we would like to encourage our readers to review newly published books and materials, and to submit questions and make comments about published work in this journal to exchange ideas among researchers from all around the world. More importantly, once more, we would like to remind you that we need your comments and suggestions for our future issues.

We are looking forward to receiving your submissions to *ELT Research Journal*.

Happy reading.

Dinçay Köksal
Editor in Chief of ELT Research Journal