

The cover features a large red background on the right side, which contains the title and a magnifying glass icon. On the left, there is a large black triangle pointing right, with two smaller light blue triangles at its top and bottom vertices. The bottom of the cover is a solid black bar containing the journal's description. The background of the red area is decorated with a faint, light-colored network of hexagons and lines.

Focus on ELT Journal (FELT)



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FELT is an online scientific journal devoted to the dissemination of information concerning English language teaching and learning

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Editorial Note:

Letter from Editors-in-Chief for the launch of FELT ¹

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On behalf of the editorial board, it is our privilege and great pride to announce the launch and the very first issue of our journal 'Focus on ELT' (FELT). Devoted to and focused on solely to the English language teaching and learning, FELT is an open source journal and accepts articles written from a theoretical or applied perspective with the possible applications to the field of English language teaching and learning.

To make FELT a high-calibre scientific publication venue, we have the following principles while accepting studies to the journal:

- FELT publishes fully refereed high-quality original research articles and studies for the benefit of teachers and researchers in the field of English Language Teaching.
- FELT accepts articles written from a theoretical or applied perspective with the possible applications to the field of English language teaching and learning.
- FELT follows stringent publication ethics and all submissions are undergone rigorous plagiarism check. If there is an issue with plagiarism in any of the submissions, these papers are withdrawn at any state of the publication process.

The editors-in-chief and the editorial board dedicated a huge amount of time and energy to the publication of this first issue. It would be impossible to manage peer review

¹ We dedicate the first issue of our 'fledgling journal' to the humane, sympathetic, constructive, and professional identity of our very own Prof. Dr. Ismail Hakkı Erten whose sudden death has deeply saddened us.

process and publish a successful issue without reviewers' contributions. Thus, we would like to thank wholeheartedly to the reviewers of our first issue.

The present issue features six articles investigating various topics with respect to the field and shares detailed findings for particular cases.

The first paper of the issue titled “The linguistic dimension of L2 interviews: A multidimensional analysis of native speaker language” and authored by *Pascual Pérez-Paredes* and *María Sánchez-Tornel* looks at the linguistic nature of the tasks employed to assess general “proficiency” in a given language. The results indicate that L2 interviews are found to be effective in paving the way for a more complex assessment the proficiency of language learners. In addition, with the help of examination of different speaking tasks, the authors discuss how the speaking tasks influence the way interviews could be profiled.

The second paper of the issue titled “High school language division students' perceptions of English as a Lingua Franca” and authored by *Zeynep Yücedağ* and *Ali Karakaş* zooms in on Turkish context to discover the perceptions of high school language division students towards English as a lingua franca. The study has some interesting results about the perception of English as a lingua franca, including the differences between the expectations of students and their teachers.

The third paper of the issue titled “A meta-analysis of the effect of bimodal subtitling on vocabulary learning among adult EFL learners” and authored by *Reem Ali Jaber* and *Yeşim Keşli Dollar* is a meta-analysis study conducted to investigate the impact of English subtitling on EFL learners' vocabulary improvement. The results of the study shows a positive effect of the bimodal subtitling on vocabulary learning among adult EFL learners.

The fourth paper of the issue titled “Effects of writing portfolio assessments at tertiary level intensive English program: An action research” and authored by *Emrah Cinkara* and *Hong Yu Connie Au* is a study exploring students' attitudes toward the use of writing portfolio assessment and examined the effects of writing portfolio in a module course. The results reveal that most students generally possessed positive attitudes toward the use of portfolio. Based on the findings, this study also suggests that performances on writing portfolio assessments may be predictive of students' writing performance on writing exams.

The fifth paper of the issue titled “Learning in scaffolded autonomous in e-learning environments amongst EAP students in a UK university” and authored by *Serpil Meri-Yılan* examines learner autonomy, scaffolding and their relationship in e-learning environments where EFL learners in the UK aimed to improve their academic English without the help of any human. As a conclusion, scaffolding plays an important role in learning achievement thereby promoting learner autonomy.

The sixth and the last of the paper of the issue titled “How effective is TPRS for adult EFL learners with limited English proficiency?” by *Mehmet Asmalı* focuses on

examining the ‘Teaching Proficiency through Reading and Storytelling’ (TPRS) on students’ grammar and vocabulary performance as well as their attitude toward learning English. The results of the study indicate that TPRS had an effective role in learners’ improvement in grammar as well as vocabulary learning.

One of the objectives of this journal is to encourage publication from various contexts addressing issues from different perspectives as is outlined above. We therefore would like to welcome submissions to discuss the latest developments in the field of English Language Teaching and Learning for the future issues of FELT Journal.

Before we finish the letter from Editors-in-Chief, it is with extremely deep and genuine sadness that we bring the news of the recent death of Prof. Dr. Ismail Hakkı Erten (Hacettepe University, Turkey), an exceptional and supportive academic in the field of ELT. Having his PhD from University of Exeter, he has contributed to various topics ranging from academic motivation and L2 achievement to vocabulary acquisition and reading comprehension. His research has appeared in many reputable and leading journals such as *System*, *European Journal of Teacher Education* as well as The TESOL Encyclopedia of English Language Teaching (Wiley). He was also Editor-in-Chief of *Eurasian Journal of Applied Linguistics* (EJAL) for which he worked day and night to make the ‘fledgling journal’ (as he said) a leading journal in the field of Applied Linguistics. Not only did we lose a positive and thoughtful person leading professionals and students but also we lost a great man of integrity in our academic circle. He will be greatly missed and remembered by his colleagues across the world, by his students, and by his family with love and respect. We therefore dedicate the first issue of our ‘fledgling journal’ to his humane, sympathetic, constructive, and professional identity.

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