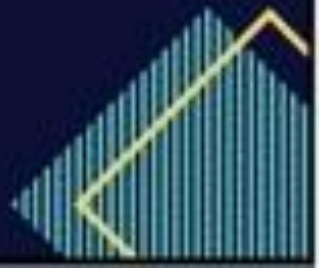




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From the Editor

It is with great pleasure that we present Volume 6, Issue 1 of *Innovational Research in ELT*. As the landscape of English Language Teaching continues to develop in light of pedagogical, psychological, and institutional changes, this issue brings together timely and compelling research that deepens our understanding of teacher and learner experiences across a range of ELT contexts.

This issue features four insightful articles. The first explores the inner speech experiences of pre-service EFL teachers during their coursework and teaching practicum, offering nuanced perspectives on cognitive and emotional self-regulation. The second longitudinal study traces the motivation trajectories of ELT students from freshman to senior year, shedding light on the fluctuating dynamics of language learning motivation in higher education.

The third article investigates in-service EFL teachers' awareness and application of reflective teaching, examining both the challenges they face and the pedagogical benefits they perceive. The fourth study focuses on the needs of English for Academic Purposes (EAP) learners, highlighting key areas for curriculum development and instructional support in academic settings. Finally, the fifth study presents a systematic review on Technology Enhanced Language Learning.

Together, these studies contribute valuable insights for both teacher education and classroom practice, emphasizing the importance of reflection, sustained motivation, and learner-centered pedagogy.

We thank our authors, reviewers, and editorial board members for their dedication and professionalism. We remain committed to fostering rigorous and innovative research in ELT and encourage contributions that advance both scholarship and practice.

Warm regards,

Assoc. Prof. Dr. Bora Demir

Editor-in-Chief

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