



International Conference on Teaching and Learning English as an Additional Language,  
GlobELT 2016, 14-17 April 2016, Antalya, Turkey

## Message from the Guest Editors



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Peer-review under responsibility of the organizing committee of GlobELT 2016

Dear Reader,

We are writing with great pleasure to present our special issue of *Procedia – Social and Behavioral Sciences* Journal for the papers presented in *GlobELT: An International Conference on Teaching and Learning English as an Additional Language*, convened on April 14-17, 2016 in Antalya, Turkey. The conference was the second in an intended series of future conferences that aim to explore both theoretical and practical aspects of teaching English as an additional language.

As the convenors of our GlobELT 2016 conference, we were extremely pleased with both the variety and quality of papers presented at the conference. A total of 291 abstracts were submitted, and after initial screening and review process, a total of 188 papers were presented with an over 250 participants from 33 different countries. We truly believe that the content of the conference contributed to our understanding of the processes of both learning and teaching English in diverse international settings.

As the editors to this issue, we were pleased with the variety and quality of the papers presented to be included the conference proceedings. It is the great honour and privilege for us to edit this special issue. We hope we could be of help to our contributor as much we learned from the content. This brief note does not suffice to introduce the content of the issue as it simply aims to present the general scope of the special issue. We have papers from a variety of fields including, in alphabetical order, applied linguistics and language education; approaches and methods in

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English education; culture and literature in English education; early English education; English as an international language; English for academic purposes; English for specific purposes; English language curriculum and teaching materials; intercultural communication; language and peace education; language learning and acquisition; language policy; language testing and evaluation; life-long language learning; distance language education; multimedia and ICT in English education; teacher training and education; and translation studies and language teaching.

We received the support of many when preparing this special issue. Our conference secretariat worked hard to liaise between reviewers and the authors. We owe them a big thank you for everything they did for the success of the conference and this Procedia volume alike. We also are grateful to our reviewers both during the initial screening for the programme and reviewing for selection and editing the papers. Credit goes to their efforts.

We truly hope you will enjoy the articles included in this volume.

Happy reading.

### **Guest Editors**

İsmail Hakkı MİRİCİ

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