



Global Journal of Foreign Language Teaching

Volume 07, Issue 3, (2017)



www.gjflt.eu

Message from Editor

Dear Readers,

It is a great honor for us to publish 7th volume, 3rd issue of ***Global Journal of Foreign Language Teaching (GJFLT)***.

Global Journal of Foreign Language Teaching (GJFLT) welcomes original empirical investigations and comprehensive literature review articles focusing on foreign language teaching and topics related to linguistics. The journal is an international journal published quarterly and it is a platform for presenting and discussing the emerging developments in foreign language teaching in an international arena.

A total number of twelve (12) manuscripts were submitted for this issue and each paper has been subjected to double-blind peer review process by the reviewers specialized in the related field. At the end of the review process, a total number of four (4) high quality research papers were selected and accepted for publication.

Aim of this issue is to give the researchers an opportunity to share the results of their academic studies. There are different research topics discussed in the articles. For example, *Metin Yurtbasi* examined the role of the secondary stress in teaching the English rhythm. Furthermore, *Sara Mohammadi Moghaddam* and *Mahmoud Ramazanzadeh Lak* discussed revival of Persian language in today writings based on morphological system of fifth century texts. *Merita Ismaili* and *Shpresa Mustafai* investigated the role of emotional intelligence in decreasing the anxiety in language learning. Finally, *Fatih Yavuz* and *Kubra Sık* revealed the perceptions of lecturers on grammar with regard to the four skills teaching. The topics of the next issue will be different. We are trying to serve you with our journal with a rich knowledge through which different kinds of topics will be discussed in 2017 issues.

We present many thanks to all the contributors who helped us to publish this issue.

Best regards,

Prof. Dr. Ali Rahimi

Editor – in Chief