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From the Editor

This issue of Innovational Research in ELT (IRELT), Volume 6, Issue 2, brings together a diverse set of empirical and conceptual contributions that reflect current methodological, technological, and pedagogical concerns in English language teaching and teacher education. Collectively, the articles foreground assessment, teacher knowledge, digital transformation, and emerging theoretical perspectives that continue to shape the field.

The issue opens with a study on the design and development of a diagnostic reading comprehension test, contributing to ongoing discussions on valid and context-sensitive language assessment. This is followed by an exploration of distance education possibilities in English language teacher education programs, offering timely insights into program design and instructional delivery. Several articles focus on technology-related competencies, including EFL instructors' perspectives on technological pedagogical content knowledge and an assessment of 21st-century technology literacy skills among high school EFL teachers, both situated within the Turkish context. Complementing these empirical studies, a conceptual framework proposing the integration of artificial intelligence into positive language teaching advances a research and practice agenda that responds to recent developments in educational technologies. The issue concludes with an examination of secondary school teachers' views on assessing listening and speaking skills, highlighting practical challenges and pedagogical beliefs.

Together, the contributions in this issue underscore the dynamic and evolving nature of ELT research, while offering theoretically grounded and contextually relevant insights for researchers, teacher educators, and practitioners.

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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