Dear Colleagues,

It gives me great pleasure to present the seventh issue of the IJ-ELTS. This issue includes the scholarly articles on various issues in ELT, Literature, Discourse and Translation Studies. This diversity of the topics covered in the present issue reflects the scope of the IJ-ELTS. The diversity of the authors, in terms of countries represented in this issue, has also been maintained. The IJ-ELTS is peer-reviewed and indexed journal of English Language and Translation studies for the students, teachers, researchers, luminaries and policy makers, associated with these fields, across the globe. We have attempted to offer a platform for the research studies and discussions for all those who are associated with the above stated disciplines and I am delighted to state that the present issue of the IJ-ELTS includes scholarly articles of scholars from 07 different countries across the globe. These include: Algeria, Egypt, India, Nigeria, Pakistan, Senegal, and Turkey.

The first article, by Canan TERZI & Yalcin ARSLANTURK from Turkey, evaluates English abstracts of MA and PhD dissertations published in Turkish language and identifies translation errors and problems concerning academic style and discourse. The findings of their study indicate that Turkish-speaking researchers rely on their translation skills while writing their abstracts in English. Based on the investigation and findings, they conclude that there might be some universally accepted and attended rhetorical structure in dissertation abstracts.

The second scholarly article by Farida Lebbal from Algeria aims to contribute to ELT in threefold; First, revisiting the different Pragmatics developmental models that proved thriving and productive in other-than-Algerian-Foreign Language contexts. Second, reviewing third year students’ (Department of English and Literature, University of Batna, Algeria) perception of the place the pragmatic objective holds in their oral and written courses syllabi and, finally, making a case for a more pragmatics-oriented language teaching at the university level, not only by an explicit instructed learning but by situating pragmatics at the heart of Foreign Language Teaching.

The third article by Babacar Dieng from Senegal scrutinizes the representation of the lives of the 17th century puritans in Lydia Maria Child’s historical novel *Hobomok, A Tale of Early Times (1824)*.

The fourth scholarly article is by Dr. Priya. S. from India and it examines the problems related to syllabus designing in the existing curricula of English language, especially in ESP for Engineering students in the state of Odisha, India, through questionnaire survey administered to almost 770 students of 20 different engineering colleges in the state. Her research, thus, aims at throwing light on the strengths and weaknesses of the existing system and the
need to envisage a paradigm shift for preparing global engineers in the context of fast emerging situations around the world.

The fifth scholarly article by Gabriel B. Egbe, from Nigeria aims to investigate answers to questions such as- What will be the future of English in Nigeria? Will the English language die in Nigeria in the near future? And answers to these are analysed by reporting on the language preference at home of some Nigerian undergraduates in order to gauge the future of English in Nigeria. His investigation seeks to determine the language(s) most preferred for communication at home among Nigerian undergraduates. The paper concludes that the emergence of a new generation of Nigerians who use English as a first language in a non-host second language context is sowing the seed for further nativization and entrenchment of English in Nigeria.

The sixth scholarly article by Somnath B. Barure, from India offers a critical analysis of Mahesh Elkunchwar’s Old Stone Mansion (Wada Chirebandi) with the aim of investigating the end of an ethos with the end of feudalism in India. The author has discussed the reasons for the fall with ample evidences from the play itself, so as to support the statement of research. Fall of the mansion is evident in course of time, but fall of values and of the innocents is pathetic and forms the basis of the research problem in the article. Paper also sheds light on the day-to-day changes seen in Indian ethos and marks its evident transformation in the play. Dr. Mahmoud Gewaily’s scholarly article from Egypt explores how speaking the unspeakable is to see how far the creative acts of cultural translation in the conflict between history and memory sharpen a natural native knack to converge in a polyphonic way. The researcher has paid special attention to the influence that the archetypal theme of speaking the unspeakable in the novel, through the initiation experience of the subaltern, develops and exerts in the context of increased intercultural awareness. The hyphenated Irish-Caribbean dialogue of his article aims to bridge cultures in the literary thought of the many writers. Padraic O Conaire and George Lamming, in the two works of Exile (E) and The Pleasures of Exile (PE), respectively, are given as examples of the dialogic interlocution by the researcher.

‘The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language’ by Faheem Akbar from Pakistan discusses how reading gears speaking and reduces time in learning foreign language.

To sum up, we received 35 articles for the October-December, 2014 issue. However, we could select only 08 articles for publication after the peer-review process. We could not include many articles of our colleagues around the globe who showed their interest in the IJELTS by submitting their manuscripts for this issue due to our editorial and review policies. However, I invite them to resubmit their manuscripts to the next issue of the IJ-ELTS by adhering to the policies and manuscript guidelines of the IJ-ELTS.

With best regards,

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