



Dear readers,

The first issue of the International Journal of Instruction for the year 2012 gathers twelve high quality research papers in different areas of Instruction. Given the situation in many western countries, with serious financial difficulties, the research in all areas of education in general, and instruction in particular, shows as an essential channel to overcome the current situation. Education is not an expense. It is an investment. Those countries with bigger investments in education are also those countries with bigger GDP. Modern societies cannot reduce their investments in the citizens of tomorrow and their education even in the difficult situation we are living these days.

Research in education, as in any other field, is the foundational stone to ensure a sustainable progress in this area. This issue of the International Journal of Instruction presents twelve examples of research work that can be taken as references.

The first article, from the University of Houston-Victoria, USA, presents the main findings of a study to assess the student knowledge of numeric, visual and algebraic representations. Chitanana analyses in the second article a constructivist approach to the design and delivery of online professional development courses, focusing on factors such as program model, delivery, contextual factors or best practices.

The third article describes the new approach to English for Academic Purposes (EAP) teaching. Findings of this study shows a need for an integrated approach to EAP teaching which centers around the achievements of certain tasks expected by students' department teachers. The next article, which is part of an ongoing doctoral research, works around the hypothesis that teachers' beliefs about English teaching may also mould their talk. The authors analyse and comment on teachers' English teaching beliefs.

Varbelow explores in the fifth paper the relationship between society and school from the point of view of chaos theory with the purpose to understand the deficiencies in teacher education programs and to offer suggestions for their

improvement. The next article from the beautiful city of Isfahan, Iran, presents an study of the effects of gloss types on reading in the field of second language. This work identifies the most facilitative gloss type for the participants' reading comprehension of the narrative and expository texts and presents the preference for marginal glosses in second language.

The seventh article describes a curriculum developed in Turkey based on the Common European Framework as a reference. The results indicate significant relationship between students' proficiency scores and perception of their own competencies and a significant difference in perception of their own competence in terms of levels at the preparatory program. Dr Hargis presents in the eighth article presents the main findings after the introduction of a new doctoral degree on Global Education Leadership geared toward a ubiquitous, broad approach to assist faculty members in their pursuit of improved teaching and learning.

The next article describes a study to examine the effect of task repetition along with reactive focus on form on learners' subsequent accurate output. This research, carried out with the help of four Iranian intermediate EFL students, confirmed the positive effect of taks repetition on the participant's more accurate second oral performance. Güner investigates in the tenth article the effect of preventive classroom management training program on approval and disapproval behaviors of teachers. The study showed that there were no significant differences in the approval/disapproval behaviors, but the disapproval behaviors of the teachers were significantly lower.

The elevent article revolves around the concepts of reflective thinking as a precursor for incorporating critical thinking. The study presented shows a link between reflective thinking and its ability to stimulate critical thinking. The authors conclude that further research is needed on how to bring about reflective practices among teachers and how it would enhance the quality lessons in terms of critical thinking. The final article of this issue investigates whether the new EFL teacher curriculum provides an efficient ICT training or not through both a quantitative and a partially qualitative research methodology. A comprehensive study involving one hundred twenty-four prospective EFL teachers is described.

The above twelve research works show the importance of research in education, especially in difficult situations like today. Our journal strives to continue publishing articles that offer new knowledge and new information to our

readers worldwide and thus, contribute to improve the efficiency of education. If you believe you can contribute in this task then you should send your proposal to the Journal of International Instruction.

Sincerely,

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**Associate Editor**

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