



Dear readers,

Proudly speaking, the reputation on International Journal of Instruction has been increasing and we all are glad to be able to make greater contributions to the literature of education. As we publish this twelfth issue, IJI is now more assertive than ever before and the quality of the articles show us that IJI is due in coverage of more databases soon.

This issue gathers fourteen articles with five of which are related about language teaching. The work of Almaguer and Esquierdo introduces a framework for successful teaching of both linguistic and content literacy simultaneously to bilingual learners. The framework illustrates both the theory and practical applications that are needed for bilingual learners to achieve linguistic and cognitive success by attaining the language arts content literacy needed to succeed both in and out of the classroom. The article by Liton aimed to create an effective EFL curriculum for Saudi tertiary level learners by exploring EFL teachers' perceptions, evaluations and expectations about English language courses in Saudi tertiary schools. On the other side, Makewa, Role and Tuguta took a close look at Students' Perceived Level of English Proficiency in Secondary Schools in Tanzania and they concluded a significant positive correlation between perceived English proficiency and attitude toward the English language, classroom activities, teacher motivation, and classroom environment. Javed, Juan and Nazli reported the assessment results of English language writing skills of the secondary school students in Pakistan.

About EFL teachers training, Al Barwani, Al-Mekhlafi and Nagaratnam pointed out the challenges of service-learning in pre-service education of teachers of EFL and investigated the strategies to overcome these problems encountered in the Sultanate of Oman. Challenges of service learning are common among teacher training institutions around the world and the strategies identified by the researchers can be beneficial. Bernadowski, Perry and Del Greco also studied the service learning and they concluded that course connected service learning has a greater impact on pre-service teachers' perceptions of their ability to be effective future classroom teachers. According to their study, students' self-efficacy improved when service learning was connected or imbedded in the context of learning and connected to a specific course.

Diaz, Whitacre, Esquierdo and Ruiz-Escalante presented findings of their qualitative study on types of questions pre-service teachers use and their reflections on the use of such strategies. The findings of their research revealed the type of questions used by the participant teacher candidate, how they made sense of their teaching, and how accountability measures influenced their teaching. They also made recommendations on developing education programs to prepare future teachers.

Gün studied the reflections of layered curriculum to learning-teaching process in social studies course and her qualitative research revealed that layered curriculum increased the motivation and attendance of the students to the lessons by making the learning-teaching process pleasurable for them. She also concluded that a sporadically noisy

environment could occur and it could become difficult to manage the time effectively reserved for the lessons due to the activities enforced simultaneously. Ortileb's study explores the use of an anticipatory reading guide with third grade struggling readers across multiple subject areas. His findings indicate that the experimental treatment group outperformed the control group by a statistically significant rate on both reading and content area measures, indicating that when struggling readers practice and use strategies to explicitly think what will be asked of them after reading the passage they perform at higher levels.

In their research, Al-Rawahian and Al-Yarabi investigated the relationship between physical education teachers' attitudes toward participation in physical activities and their motives towards choosing physical education as a teaching profession and they found a significant relationship between the two.

Another main subject of this issue was the use of information and communication technologies (ICT) in education. Hue and Ab Jalil researched the attitudes and the usage of ICT in classrooms by university lecturers in Vietnam. They found that the ICT was not highly used by the lecturers however benefits incorporating ICT in teaching were recognized. Abu Ziden and Abdul Rahman also experimented the use of technology in their subject of Islamic studies and they found that the virtual simulation methods were profitable for student achievement. Dikshit, Garg and Panda explored the best practices comparatively between print, interactive multimedia, and online resources and concluded that the use of interactive multimedia CD-ROM was found pedagogically more effective with a variety of learning activities than the other utilized materials.

The paper of Stevens was aimed to promote the use of internet for teachers to collaborate with their colleagues in the open learning spaces between sites that are academically and administratively linked. His paper outlines four ways in which pre-service Canadian teachers are encouraged to collaborate in preparation for teaching together across dispersed sites.

A detailed look at the articles included in this issue will give you detailed information and all the studies in this issue are answers to some questions in minds. Use of ICT has been a major contributor to both teachers and students and problems faced and solutions found are important topics of our present day. I guess future studies will further focus on the use of ICT in educational purposes. Teacher education and improving qualifications of teachers is also a challenging topic of education faculties around the world and any research findings and suggestions are welcome.

I hope all readers of this issue will find some useful information and the findings of the studies will have reflections.

Sincerely,

Prof. M. Bahaddin Acat

Associate Editor

Address: Eskişehir Osmangazi University, Faculty of Education, Eskişehir, Turkey

Phone: +90 222 2393750

E-mail: mbacat@gmail.com