



Dear readers,

This issue of the International Journal of Instruction (IJI) offers eleven high quality articles from both the developed and developing nations that highlight a broad range of issues in education. These articles are written by practitioners and researchers from diverse backgrounds but are united by the same goal—to transform the educational landscape in their respective countries.

The first article deals with the impact of digital technology on reading engagement. Troy Jones and Carol Brown, in their article, *Reading Engagement: A Comparison between E-Books and Traditional Print Books in an Elementary Classroom* present the findings of a satisfaction survey and reading comprehension tests on three separate reading sessions—one traditional print-based and two e-book titles. The authors reveal that students preferred the e-books over print based materials and are comfortable with this new technology.

Jamaludin Ahmad, Mazila Ghazali and Aminuddin Hassan in the second article, studied the *Relationship between Self Concept and Response towards Student's Academic Achievement among Student Leaders in University Putra Malaysia*. The study reveals that academic achievement is associated with response strategies but not with self concepts among student leaders.

The third article, *A Glance at Standard Development Studies and Accreditation Process as Sustaining Tools for Quality in Teacher Education in Turkey* by İsmail Yüksel and Abdullah Adigüzel discusses about the importance of standard development and accreditation process which are crucial in enhancing and sustaining the quality of teacher education programmes. As the demand for highly qualified teachers continues to increase, Robin D. Brewer, Cynthia Lindquist and Lisa Altemueller further stress on the need to address teacher dispositions in the fourth article, *The Dispositions Improvement Process*. They discuss about the Preparing Reflective and Effective Practitioners (PDQ-PREP)—a process that creates opportunities for future teachers to reflect on their actions which then in turn develop vital dispositions of effective professionals.

The next two articles deal with the difficulties and complexities of language learning. Abdu Al-Mekhlafi and Ramani Perur Nagaratnam investigate the *Difficulties in Teaching and Learning Grammar in an EFL Context* in the fifth article. Their study delves on the difficulties that teachers face when teaching grammar to EFL students. It also further explores the difficulties that these

students face when learning grammar—as seen from their teachers’ point of view. The sixth article by Charles Nelson uses the complexity theory approach to unravel *The Complexity of Language Learning*. The author concludes that apart from studying cognitive processes, activities, and situated learning, it is important to understand learners’ interactions and adaptations through the lenses of emergence, distribution, and embodiment.

In the seventh article, İbrahim Hakkı Öztürk analyses the *Curriculum Reform and Teacher Autonomy in Turkey: The Case of the History Teaching*. The findings of this study suggest that the curriculum reform for History has been unsuccessful in developing teachers’ autonomy in curriculum planning and implementation. The eighth article, *Teachers Perspective of Using English as a Medium of Instruction in Mathematics and Science Subjects* by Norudin Mansor, Mohamed Ishak Badarudin and Azman Che Mat is concerned with the change in policy for the Science and Mathematics subjects wherein the language of instruction was switched from the national language to English. The study reports that three independent variables—the environment, teaching methodology and attitude are associated with students’ achievement when both Maths and Science subjects are taught using English as the medium of instruction.

Norma A. Juarez-Collazo, Griet Lust, Jan Elen and Geraldine Clarebout, in the ninth article, *Tool Use in a Psychomotor Task: The Role of Tool and Learner Variables* assess the actual functionality of a learning tool—LEGO® and further explores on students’ perceived tool functionality. An experimental study exposed students to three different conditions—guideline (G), video (V) and the combination of guideline and video (GV) while another group was used as a control (C). Their results reveal that the (G), (V) and (GV) groups outperformed the (C) group. In fact when compared within groups—the (V) group outperformed the other two experimental groups. Furthermore, the findings suggest that all learners perceived the tool as functional but were unable to identify the most functional tool.

Yilfashewa Seyoum, in the tenth article, *Revitalizing Quality Using Guidance Counselling in Ethiopian Higher Education Institutions: Exploring Students’ Views and Attitudes at Haramaya University* highlights the implementation of the guidance counselling services and its impact on the various academic programmes offered. The findings suggest that students have positive views and attitudes toward the counselling service available at the Haramaya University, Ethiopia.

Finally, the eleventh article—Georgeta Ion uses a qualitative methodology to capture the essence of Romanian students’ school experiences. The foci of her

paper, *Romanian Pupils at the Spanish Primary Schools: Continuities and Discontinuities between Former and Current Educational Experiences* are on the students' educational background and factors that characterised their educational experience before enrolling in Spanish schools. It also delves on how these factors affect their experiences. The study reveals that these children's ability to assimilate into the learning environment is influenced by their prior school experience of their home country.

The IJI strives to continue publishing articles that offer new knowledge and information to our readers from around the world. We hope you find the articles in this issue useful in your current practices and research endeavours.

Sincerely,

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**Associate Editor**

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