

**Dear IJRTE Reader,**

It is a great pleasure to present the Fourth Issue of International Journal of Research in Teacher Education (IJRTE). We are proud to introduce seven articles in this fourth issue of IJRTE, which we believe will take its place among the respected journals in the field of research in teacher education. I would like to extend my gratefulness to all the authors who submitted their papers to our journal. We are also very grateful to our editorial board members, especially Dr. Ece Zehir Topkaya and referees who have contributed greatly with their helpful comments and valuable reviews of new submissions.

Our first paper by Sibel Çoban from Marmara University and Tuğba Çalışkan from Private Açı Primary School, Istanbul, Turkey examined the relationship between the motivation levels of candidate music teachers towards instrument lessons and their preferences for career education.

Sema Büyüктаşkapu from Mevlana University, Konya, Turkey; in her study entitled "Examination of Pre-School Teachers' Beliefs about Science Education" aims to find out pre-school teachers' beliefs about pre-school children's ability to learn science concepts and subjects and in connection with their beliefs examine their perception of self-efficacy in science teaching.

Their article entitled "Language Proficiency Level of English Language Teacher Trainees in Turkey", Uğur Recep Çetinavcı from Uludağ University, Bursa, Turkey and Aysun Yavuz from Onsekiz Mart University, Çanakkale, Turkey; is motivated by the relative dearth of research in Turkey to investigate the language proficiency of foreign language teacher trainees.

The fourth article entitled "Primary Teachers' Beliefs about Teacher Talk in ESL Classrooms: a Perspective from India" by Mahesh B. Shinde from Gharda Institute of Technology, India and Tripti Karekatti from Shivaji University, Maharashtra, India; discusses ten in-service primary English teachers' beliefs regarding the amount of teacher talk, use of mother tongue (i.e. Marathi), and some teacher talk features like questioning, paraphrasing and repetition, and feedback.

The fifth article by Mohammad Saidur Rahmani, Farzana Yasmin, Monzil Ara Begum and Jesmin Ara from Bangladesh; is conducted to find out the activities of Post Literacy and Continuing Education for Human Development (PLCEHD) Project-1, which is to involve the target population in a life long educational process.

E. Özlem Yiğit and Kerem Çolak from Marmara University, Istanbul, Turkey, in their article entitled "Democratic Attitudes of Social Studies Pre-Service Teachers"; aim to determine the democratic attitudes of social studies student teachers.

The final article entitled "Elementary School Music Lesson Curriculum for the Year 2006 throughout the Period of Entry into the European Union" by H. Yılmaz Küçüköncü, Onsekiz Mart Üniversitesi, Çanakkale, Turkey, tries to analyze elementary education music curriculum of the year 2006 in terms of music curriculum development based on literature review and view through application within the framework of effects and contributions throughout the period of participation in EU.

With my best wishes and sincere hope that readers will find the studies in our journal useful.

**Prof. Dr. Dinçay Köksal**  
**Editor of IJRTE**