



Dear readers,

We have prepared this issue of the International Journal of Instruction (IJI) with the 6 year experience. There are thirteen high quality articles contain a broad range of issues in education.

There are many article appeals to our journal from many countries of world as time goes on. We are trying to enhance our journal's scientific quality standards by appealing to many high quality databases such as ERIC and SSCI to make it scanned on them.

There are thirteen articles are written by practitioners and researchers from diverse backgrounds at that issue of the International Journal of Instruction (IJI).

The first article written by Şefika Sümeyye Çam and Eylem Ünal Oruç, called Learning Responsibility And Balance Of Power, is a qualitative study aims to determine teacher perspectives on learning responsibility and balance of power. It has been found that the class size and loaded teaching programs prevent them to apply Learner-Centered Teaching and there are some recommendations about the LCT by the researchers of the study on that article.

The second article written by Mary Burns, Elizabeth Pierson and Shylaja Reddy is called Working Together: How Teachers Teach and Students Learn in Collaborative Learning Environments and it discuss a six-month face-to-face professional development program for middle school maths and science teachers carried out between June and November, 2010 in two Indian states, Active Learning in Maths and Science (ALMS).

The following article is called Examining Approval and Disapproval Behaviors of Teachers Working in Inclusive Classrooms and written by Nevin Güner Yıldız and Elif Sazak Pınar. Their study aims to determine frequency of approval and disapproval behaviors of teachers working in inclusive classrooms during lessons and to investigate whether teachers' approval and disapproval behaviors differ in terms of their demographical characteristics.

The fourth article is called Technology in Note Taking and Assessment: The Effects of Congruence on Student Performance and written by Matthew E. Barrett and his five friends. This study examines the encoding specificity principle in relation to traditional and computer-based note taking and assessment formats in higher education.

The fifth article, called Language Development of the Preschool Children: The Effects of an Audio-Visual Intervention Program in Delhi is written by Sushanta Kumar Roul

and it aims to study the effectiveness of the audio-visual intervention program on the language development of preschool children in relation to their socio economic status.

The sixth article is Bahar Gün's article called Making Sense of Experienced Teachers' Interactive Decisions: Implications for Expertise in Teaching. This study, based on the premise that one can gain understanding from examining experienced teachers' classroom performances, focuses on the interactive decisions made by ten experienced language teachers.

Ali Ziyaeemehr and Vijay Kumar's article, called The Relationship between Instructor Humor Orientation and Students' Report on Second Language Learning, investigated the relationship of English as a second language (ESL) instructors' humor orientation (IHO) to students' perceptions of second language learning (SLL).

Kagan Buyukkarci's article, called Assessment Beliefs and Practices of Language Teachers in Primary Education, aims to show primary school teachers' beliefs about formative assessment and it also reveals the information about English language teachers' real assessment practices in the primary education context.

The ninth article is written by Nastaran Nazari, called The Impact of Implicit Tasks on Improving the Learners' Writing in Terms of Autonomy and Grammatical Accuracy, aims to explore the Iranian EFL (English as a Foreign Language) learners' ability to gain grammatical accuracy in their writing by noticing and correcting their own grammatical errors.

The following article, called Parental Expectation and Religious Education in State Schools in Turkey: The Case of Imam Hatip High Schools and written by Engin Aslanargun, Abdurrahman Kılıç and Sinan Bozkurt, aims to seek out the reasons why parents prefer religious based schools for their children in a secular, modern Turkish Republic in spite of the fact that there have been more academic high schools for university entrance.

Diana Achmad and Yunisrina Qismullah Yusuf article called Observing Pair-Work Task in an English Speaking Class reports on students' pair-work interactions to develop their speaking skills in an ELT classroom which consisted of international learners.

The twelfth article called Assessing Principals' Quality Assurance Strategies in Osun State Secondary Schools, Nigeria is written by Yunus Adebunmi Fasasi and Saheed Oyeniran. This study examines principals' quality assurance strategies in secondary schools in Osun State, Nigeria.

The last article of this journal is called Competitive Team-Based Learning versus Group Investigation with Reference to the Language Proficiency of Iranian EFL Intermediate Students and written by Seyed Mohammad Hassan Hosseini. This article is a report on an experimental study which intended to look into the possible effects of Competitive Team-Based Learning (CTBL) vis-à-vis Group Investigation (GI) method of Cooperative Learning (CL) on the language proficiency of Iranian EFL intermediate students.

After all, we see that The IJI continue publishing articles that offer new knowledge and information to its readers from around the world. I want to acknowledge the all veterans of The IJI's because of its becoming more quality and comprehensive. We hope that these studies will help you in terms of designing your own projects.

Sincerely,

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