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Dear Readers,

I am honored to present this special issue of the **ELT Research Journal** on **Teacher Education**. No other topic has been discussed as much as training the teachers in Turkey. Especially considering the problems experienced in English language education and the unsatisfactory results gathered, teachers have always been the subject of criticism. How teachers are prepared for their professions, how they are selected, how they carry out their professional development throughout the process, how they are evaluated, how they evaluate their own students are among the topics widely discussed by all the members of the society no matter what their profession or educational backgrounds are.

While this issue has been devoted to the topic of teacher education, the papers demonstrate a wide range of issues, reflecting the rich diversity in the area. In the first article **Aydin** questions whether building a bridge between pre-service and in-service teacher training is possible. She discusses the British Council's recent report conducted on the tertiary level English language education in Turkey, and suggests the implications of the results of the report for teacher training for all the stakeholders involved in the whole process. She argues that each component of teacher training programs including both pre-service and in-service teacher education programs should carefully be designed based on the real needs of the teachers. She further argues that training the trainers should be considered for effective development of all the professionals in the field.

In the second article, **Öztürk and Gürbüz** focuses on how early language learning experiences affect Turkish in-service EFL teachers' language teaching beliefs and practices. In his study, he focuses on the notion of apprenticeship of observation and identifies how teachers' initial conceptualizations on how languages are learnt and taught are shaped by their language learning experiences in the past including their teachers, language learning habits and language learning aptitude.

Analyzing the needs and expectations of the teachers from three Generation Types; *Baby Boomers, Generation X and Generation Y*, **Kecik** and **Çapar** suggest that in-service programs designed considering the characteristics and the demands of the generation types will be more efficient. As the results of their study suggest, grouping the teachers according to their age groups besides their needs, and meeting these needs in the programs will result in the best outcomes.

In the next article, **Yucel, Arman and Yapar** examine the role of video coaching in a collaborative and reflective teacher training program. They suggest that video-coaching can be used as a powerful tool in encouraging teachers to observe and evaluate their own teaching through self-reflection and peer feedback. Their study clarifies that although some teachers showed hesitation towards recording their lessons at the beginning, they had positive feelings on video coaching.

In his article **McKeown** discusses the impact of flipped learning environment on English language teachers' perceptions of teaching. As he explains, this new perspective of teaching can create opportunities for both teachers and students in expanding dialogic teaching strategies and can encourage teachers to become more aware of their own practices creating a supportive and collaborative learning environment.

In the last article **Aydın, Sağlam and Alan** discuss if CELTA as an internationally recognized teacher certification course can be used as a tool in bridging the gap between pre-service and in-service teacher education. They conclude that trainees' educational backgrounds and teaching experiences are the factors creating differences in the perceptions of teachers of CELTA as well as how much they benefit from the program provided to them.

While all the articles in this issue focus on different components of teacher education process, they all agree that programs designed on the basis of the teachers and the programs addressing real-life and contextual issues teachers face will be the effective ones.

I would like to thank all the contributors of this special issue, without them we would not be able to publish this issue. I owe special thanks to all the reviewers of these remarkable articles; they not only contributed with their invaluable comments but also did this contribution despite their hectic schedules.

Dr. Mehmet Sercan Uztosun deserves very special thanks for all his efforts throughout the whole process; without him I would not be able to finalize this issue. And my deepest appreciation goes to Prof. Dr. Dincay Köksal. I would never have the courage of accepting such a noteworthy job of being an editor without his encouragement. This has been one of the most meaningful academic experiences of my life, and he made it possible.

And you dear readers.... I hope you will find this issue fruitful in provoking new thoughts on improving our current teacher education. I am dreaming of finding the best ways of helping our teachers before they start doing their respected jobs as well as inspiring them for being the desired life-long learners they are aiming to have in their own classes. I hope what is discussed in these articles can inspire us, our teachers and our trainers.

Please enjoy reading,

Belgin Aydın

Guest Editor