

Editorial

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Dear teacher educators, scholars and educationalists,

A total of six articles have been published in the third issue of the ninth volume of the *Journal of Teacher Education and Educators* in December 2020.

In their multi-case study, Gina Braun and Marie Tejero Hughes aimed to identify the instructional practices and activities that four special education teachers used to enhance the reading comprehension of their students with ASD. The researchers conducted multiple classroom observations and five interviews per teacher, including an introductory, post-lessons, and final. The findings demonstrated that special education teachers have both the knowledge and skills to support their students with ASD in comprehension development by implementing components of evidence-based instructional practices and support. However, there was a continued need for these teachers to find ways to both assess and deepen their students' higher-order thinking skills related to texts.

The second article is "*Will I be a teacher after I graduate?*" Employment anxiety, self-compassion, and life satisfaction among pre-service teachers" by Gamze Kasalak. The author aimed to determine the relations between employment anxiety, self-compassion, and life satisfaction among pre-service teachers. By collecting data via the self-compassion scale-short form, the employment anxiety scale, and the satisfaction with life scale, she found positive, moderate and significant relationships between pre-service teachers' self-compassion and life satisfaction, and negative, moderate and significant relationships between self-compassion and employment anxiety. Her study revealed that self-compassion negatively predicted employment anxiety and positively predicted life satisfaction and employment anxiety had a partial mediating role in the relationship between self-compassion and life satisfaction. In addition, self-compassion had a stronger effect on life satisfaction than employment anxiety.

Jenny Haagenen, Gunilla Eklund and Jessica Aspfors aimed to explore teachers' experiences of their relationships with pupils and parents and their relational competence concerning these after one year of teaching experience. The study employed the theoretical framing of relational trust. A total of 14 Finnish primary school teachers participated. The data were collected from individual interviews and analyzed using qualitative content analysis. Results revealed two main areas of knowledge -enhance-

ments and challenges- relating to how newly qualified teachers experience their relationships with pupils and parents. The authors stressed the importance of enhancing the teachers' consciousness of their values and beliefs were for the creation of fruitful relationships based on trust.

The fourth article, "*A Study on the Experiences of Beginning Classroom Teachers on Teacher Induction Practices in Rural Areas in Turkey*" by Necla Ekinçi, aims to examine how the teacher induction practices operate in Turkey based on the experiences of beginning classroom teachers in rural areas. Conducting a case study with eight beginning classroom teachers working in rural settlements specified, she found that the teacher induction program for beginning teachers working in rural settlements was not effective, and that beginning teachers had problem-focused experiences regarding the induction practices. Inadequate mentoring support, procedural conduct of performance evaluations, procedural approaches to teacher induction requirements were among the prominent problem-oriented experiences of the teachers.

In their quasi-experimental study entitled "*Improving Instruction for English Learners: A Professional Development Study Using SIOP*", Susan Piazza, Cody T. Williams, Maria Selena Protacio, Virginia David, Sonia Magda Tigchelaar and Hsiao-Chin Kuo examined an eighteen-month professional development project focused on improving instructional practices for emerging bilingual and multilingual English learners (ELs). Grounded in sociocultural and interactive learning theories related to teaching ELs, the study was organized by conducting pre and post classroom observations for 23 in-service teachers over an 18-month period and corroborating findings with participant reflections about instructional practices using the Sheltered Instruction Observation Protocol (SIOP). Results revealed that participants made statistically significant increases in seven of the eight areas of instruction: lesson preparation, building background, strategies, interaction, practice/application, lesson delivery, and review/assessment, and no significant change in the area of comprehensible input. The control group showed no significant increases. The discussion of findings identifies strong areas of improvement, moderate areas of improvement, and discusses the one area that showed no significant improvement.

The last article, "*Investigating Literary Texts through Creative Drama: A Mixed Study*", is by Ferah Burgul Adıgüzel. The author evaluated the use of creative drama as a method for the instruction of narrative text analysis as well as to improve pre-service teacher candidates' ability to understand the structure and meaning of literary texts. An embedded mixed method research approach was utilised. The quantitative data for the study was collected through both a pre-test and post-test, and the quantitative data were obtained via an open-ended question worksheet regarding an "Anthology

Preparation” and the “Analysis of a Neighbourhood Coffee Shop Story”. As a result, it was observed that the use of creative drama as an approach to literary text analysis did significantly increase the participants’ content and teaching knowledge in this subject area. Indeed, the study results also suggested that creative drama would be a valuable addition to the curriculum of Turkish language and literature courses in universities.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...