



Dear readers,

We are pleased to welcome you to the second issue of the *International Journal of Instruction*.

The *International Journal of Instruction* is published twice a year. The aim of the journal is to publish high quality studies in the areas of instruction, learning, teaching, curriculum development, learning environments, teacher education, educational technology, educational developments, and other learning/instruction issues. Studies may relate to any age level - from infants to adults. All articles submitted to the Journal are double-blind reviewed by two members of the Editorial Advisory Board.

Education in this first decade of the twenty first century faces major challenges, including the impact of technological development and globalisation on both practice and research. Thus, educational research has seen the rise of a global virtual community of scholars which has expanded researchers' international networks. At the same time, the fact that English has become the *lingua franca* for this community also excluded or marginalised many scholars for whom English is a second, third, fourth or subsequent language of for whom mastery of academic English idiom and style remains a major obstacle. Further, for many such scholars, publication in mainstream English-language journals has become a requirement for promotion, as well as for funding for their institutions. This makes access to English language journals a global equity issue.

In this context, the *IJI* aims to function as a forum for sharing experiences, establishing new channels of communication and providing for communications and the development of networks among education experts, researchers, students and so on. In particular, it seeks to provide a forum in which scholars from a wide range of countries can publish, in English, knowing that their work will be sympathetically received and that the editorial review process seeks to support the participation of researchers from all backgrounds in the international research community.

This issue reflects these aims. It contains five articles. They span early years teaching and learning through more advanced secondary levels of education. Focusing on learning English, and Mathematics, internationally shared priority

areas of curriculum. They address contexts ranging from conventional classrooms to distance and online learning shaped by the rapid advances in digital technology. And, while they provide both single nation and cross national comparative studies, they originate from, or deal with education in Asia, Europe and North America.

We encourage you not only to read *IJI* but to consider submitting your own work, and encouraging your research students to submit their work for possible publication in this journal. To submit articles for consideration or to receive further information and to send your recommendations, please contact us at iji@ogu.edu.tr

Sincerely,

Asst. Prof. Asim Ari
Editor

Eskisehir Osmangazi University,
Faculty of Education, 26480 Meselik,
Eskisehir, TURKEY

Phone: +90 (222) 229 31 23

Fax: +90 (222) 229 31 24

Email: ari@ogu.edu.tr

URL:

<http://www.e-iji.net/dosyalar/ari.htm>

Assoc. Prof. Malcolm Vick
Associate Editor

School of Education, James Cook
University, Townsville, QLD 4811,
AUSTRALIA

Phone: (07) 4781 4229

Fax: (07) 4725 1690

Email: Malcolm.Vick@jcu.edu.au

URL:

<http://www.faess.jcu.edu.au/soe/staff/malcolm.vick.html>