

Message from Editor

Dear Readers,

It is the great honor for us to publish 9th volume, 4th issue of *International Journal of Learning and Teaching*.

International Journal of Learning and Teaching (IJLT) is an international and multi-disciplinary which aims to provide a platform for the publication of the most advanced scientific research in the areas of learning, development, instruction and teaching. The journal welcomes original empirical investigations. The papers may represent a variety of theoretical perspectives and different methodological approaches. They may refer to any age level, from infants to adults and to a diversity of learning and instructional settings, from laboratory experiments to field studies. The major criteria in the review and the selection process concern the significance of the contribution to the area of learning and teaching. IJLT covers all aspects of education; trends in education, the emerging and educational settings, instructional design, learning-teaching methods and applications, instructional multimedia, new education environments, theoretical principles, assessment and evaluation and related fields.

A total number of thirteen (13) manuscripts were submitted for this issue and each paper has been subjected to double-blind peer review process by the reviewers specialized in the related field. At the end of the review process, a total number of four (4) high quality research papers were selected and accepted for publication.

Aim of this issue is to give the researchers an opportunity to share the results of their academic studies. There are different research topics discussed in the articles. For example, *Enisa Mede, Gulcin Cosgun* and *Derin Atay* carried out a qualitative study in order to find out and compare the speaking techniques that are used by native (NESTs) and non-native (NNESTs) instructors of English Preparatory Programs at universities around Turkey. They concluded that there are both similarities and differences among NESTs and NNESTs about implementing various techniques in EFL speaking classes. Nevertheless, *Azhar Mahmood* and *Irshad Hussain* aimed to find out the relationship between teacher empowerment and principal effectiveness in secondary schools of Islamabad and figured out that there are significant relationships between teacher empowerment and principal effectiveness. In addition, *Remziye Ergul* examined the problem-solving skills of teachers and showed that teachers were partially successful to solve the two-variables problem, but they failed to solve the three-variables problem. Finally, *R. Vinothkanna, V. Swetha Reddy* and *M. Saritha Reddy* conducted a study in order to intellectualize undergraduate education as a process of improving students along the path from novice towards proficient understanding within a given discipline.

The topics of the next issue will be different. You can make sure that we will be trying to serve you with our journal with a rich knowledge in which different kinds of topics are discussed in 2017 Volume.

I would like to present many thanks to all the contributors who helped to publish this issue.

Best regards,

Assoc. Prof. Dr. Olga Pilli

Editor – in Chief