

Editorial

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Dear Teacher Trainers, Education Scientists and Educationalists,

A total of six articles have been published in the second issue of the Journal of Teacher Education and Educators of 2016.

In the first article entitled *Construction of a Teacher's Tutorial: A Strategy for Technological Appropriation*, Ángela María Alfaro Escobar, Marcela Georgina Gómez Zermeño, and Lorena Alemán de la Garza aim to determine whether a digital source based training program contributes to teachers' technological skills and the development of Colombia Higher Education System. They reveal that a tool which provides the process of a constant development integration of teaching process and ICT is required for the participants to improve and strengthen their skills autonomously.

The second article, *Metaphorical Perceptions of Secondary School Students and Teachers about Learning and Teaching Concepts* by Özlem Ural, İbrahim Aydemir, Asiye Toker-Gökçe, and Zehra Öztoprak-Kavak, looks into the metaphorical perceptions of secondary school students and teachers about learning and teaching concepts. According to the results of the research, students define being a student as 'effort, development and growth, variability, uneasiness, reaching a goal' while teachers state that being a teacher or teaching is defined with 'efforts, development and guidance'.

In the third article, *The Influence of Teacher Aggressive Communication on Student Affective Learning and Strategy Use*, Alexandra Bekiari and Polyxeni Manoli examine the relationships between EFL teachers' aggressive communication patterns and students' affective learning and strategy use. According to the results, there is a negative correlation between EFL teachers' oral aggressiveness and argumentativeness. Authors conclude that teachers' aggressive communication patterns may affect students' feelings, and accordingly their learning process.

Pre-Service Bilingual/ESL Teacher Identity Through Sociocultural Perspective by Hsiao-Ping Wu and Esther Garza, examines identity and quality of pre-service teachers' learning experiences through a bilingual teacher training program. The research reveals that direct or indirect interaction with the peers and teaching activities have positive effects on pre-service teachers' future.

İlknur Savaşkan compares English Language Teaching practices and strategies of Turkey (47th in the ranking) and Denmark (1st in the ranking) according to the data and reports of English Proficiency Index, in her article entitled *Turkey's Place in the Rankings of the English Proficiency Index*. According to the results, schooling and teaching English as a compulsory course in the curriculum are the most important factors on the English proficiency level of a country.

The last article, *Greek School Principals' Efficacy Beliefs on Teacher Performance Evaluation* by Kalliope Kaltsonoudi and Anastasia Athanasoula-Reppas, aims to determine whether school principals believe that they can evaluate teachers or not, states that while school principals' GSE and GLE levels are high, their SEE levels are low.

I would like to thank all the authors who have contributed with their articles, the reviewers who have spared their efforts in the evaluation of those articles and the members of the science board, subject-field editors and the technical support team for all their valuable efforts in the second issue of 2016 for the Journal of Teacher Education and Educators.

We hope to see you again in future issues of the Journal of Teacher Education and Educators...