

## EDITORIAL

**Dear IJPIE Team/reader**

On the final days of the academic year for universities, the country underwent a vicious widespread war that targeted the dignity, science and forces of Iran. Amidst all various types of bombarding and internet issues which affected the interaction of data and publication of the journal consecutively, it is a great honor to announce that the Volume 3, Issue 2 of International Journal of Practical and Pedagogical Issues in English Education (IJPIE) is now online and ready to browse.


This issue of the journal presents 6 prolonged, profound and meditative articles in the field of English language teaching, mainly on the primary skills of listening and writing being scrutinized from different aspects by researchers affiliated with different universities in Iran including Zabol, Mashhad, Ahvaz, and Tehran.

The research journey of the journal initiates with the focus on the zone of audacity through AI-assisted corrective feedback regarding Iranian EFL Learners' writing anxiety by Teimourdash. Other prominent article of the present issue examines the EFL teachers' Intellectual Perseverance Scale by Zohoorian, Shojaei and Ganjali, which develops and validates a reliable instrument that measures EFL teachers' intellectual perseverance (ETIP) in the face of challenges in language education, educational psychology, teacher professional development and related areas of research.

Studies on different aspects of writing moves forward by investigating pedagogical approaches to Lexical Bundles to enhance Iranian EFL Learners' argumentative writing by Ghorbani and Sayyadi and Babajani Azizi. The next issue to be discussed in the scope of writing is self-regulation which analyzed EFL Learners' gender differences in learning situation attitude, writing self-regulation, and task achievement. Therein, Abdollahi and Ahmadian report no significant mean difference in learners on self-efficacy, cognitive, meta-cognitive, and motivational strategies across genders. In another intriguing effort, Zarrabi evaluates the 'Study Skills' Course in BA TEFL program as a curriculum analysis, reflecting students' dissatisfaction regarding lack of enough instructions and introducing old and impractical methods of study.

To accentuate the listening strategy instruction, Gorjian and Arvand focus on alleviating anxiety and enhancing self-efficacy, proposing that while students' listening skills improved within the experimental group, their self-efficacy did not.

Wishing all the blessing, mercy and joy, the editorial board of IJPIE invites you to browse the current and previous issues and welcomes your invaluable support, contribution and comments. The pleasure of exploring the unknown paves the way for a brilliant view on the world, thus, keep moving forward together!

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