

## EDITORIAL

**Dear IJPIE Team/reader**

Passing through the hot, too shiny and sun-drenched summer days, it is to announce that Volume 3, Issue 3 of the International Journal of Practical and Pedagogical Issues in English Education (IJPIE) is now online and ready to browse. The editorial board of the journal is much honored to share a noble collection of a number of inspiring and intriguing articles in the field of English language and literature with the scholars, educators and researchers across the world. The summer issue of the journal presents 8 articles by researchers affiliated with several universities in Iran, Turkey, and Iraq, highlighting some pivotal concepts by exploring the relationship between Iranian EFL Pre-Service teachers' autonomy and sense of preparedness to teach by Zohrabi and Ahmadpour, indicating a positive relationship between these constructs. This quantitative correlational study focused on pre-service teachers due to the critical role they play in shaping education and society. The other noticeable paper investigated the effect of length constraint on Task-based L2 narrative Retellings, as a study of EFL learners' CALF performance by Yaghoubi-Notash, Behtary, Gobadi, and Shahbazi Mojarrad. The results revealed positive significant differences regarding promoting accuracy and fluency, but not about complexity and lexis, proposing that setting cognitive demands in the form of length constraint led to better L2 performance.

As a noble look on architecture, in a content-based instruction approach, Tavassoli, Mohammad Aghaei, and Rahmatollahi focused on Iranian architecture students' learning styles and vocabulary Learning. They claimed that by emphasizing a learner-centered approach, the content-based instruction classroom encouraged active student engagement, stimulated group interactions, and promoted effective communication. The specific learning preferences of students may be less critical than providing them with engaging teaching materials.

More intriguingly, Sarkeshikian and his colleagues examined the contribution of the KARDS Model to the teacher efficacy of Iranian EFL teachers in in-service teacher training courses. The results bear implications for teacher educators and language teachers, suggesting that the KARDS model has limited capacity to predict EFL teachers' effectiveness. This implies that although the model has potential for promoting learner-centered pedagogies and encouraging student motivation, the KARDS-based teacher education program has to be reviewed and revised.

Intercultural Competence (IC) and Willingness to Communicate (WTC) was scrutinized by Badpa and Alinouri in a comparative study among male and female English language learners, suggesting that language instructors can enhance learners' motivation to communicate by tailoring support to their IC levels, thereby fostering a reinforcing cycle of improved WTC and further IC development.


Turning to another active factor on language learning, naming the learners, Ghafournia and Malekshahi explored the predicting roles of Iranian EFL learners' learning autonomy and motivation for reading comprehension success. The results showed significant relationship between autonomy and reading achievement as well as motivation and reading achievement.

Moreover, a significant relationship was found between motivation and autonomy, rarely investigated by other researchers. Although both autonomy and motivation significantly predicted reading success, autonomy acted as a more significant predictor, something of sheer novelty.

Keeping the focus on a comparative study of Computer-Assisted Language Learning (CALL), the paper by Talebi in Istanbul Gelişim University examined enhancing EFL reading skills, revealing that that incorporating CALL contributed to the improvement of students' reading skills. Moreover, the participants generally had a positive attitude toward implementing CALL.

The literature section of this issue allocates to Baneen Kader Jassim and Yahyapooentitled "Fantasy and Ambiguity in Dan Brown's The Da Vinci Code". It proposed that the use of multiple narrators, conflicting accounts of events, and references to real historical figures and events create a narrative that blurs the line between fact and fiction. The ambiguity in the narrative serves as a way for Brown to explore complex themes related to religion, power, and history without taking a definitive stance.

The initiating days of October trigger the start of new academic years for universities and recognized scholars, students and universities. Wishing all the success in advance, the editorial board of IJPIE invites you to browse the current and previous issues and appreciates your invaluable support, contribution and comments. The journey to join the journal is not complicated; rather, we appreciate all attention you spare.

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