

EDITORIAL

Dear IJPIE Team/reader

This is to announce that the December issue of International Journal of Practical and Pedagogical Issues in English Education (IJPIE), has been published as a platform for academic, casual and creative original articles in the field of English education, Applied Linguistics and TESOL. The most striking news for this issue pertains to its being indexed in MSRT Journals' list, accompanied with the notably expanded geographical variety of contributing researchers and scholars which greatly enriches the quality of the articles in turn.

We are also pleased to inform the readers that the contributions to the present issue focus on several themes that have been arousing considerable interest, including learners' self-esteem and psychological well-being, identity in the digital age, learners' resilience, achievements-concerns-solutions, dynamic assessment, cohesion in IELTS writing task, and artificial intelligence.


As in various articles in IJPIE, attention has been drawn to realm of English teaching and learning, the noble findings in line with technological advances particularly characterized by AI, would be of great importance and attention.

The issue commences with a paper on the impacts of communicative-task-based instruction on EFL learners' self-esteem and psychological well-being, by Mirzaei, Ahangaran and Pouyan claiming it significantly ameliorated the participants' self-esteem and psychological well-being. As an effort to navigate identity in the digital age, Adineh and Zangoei investigated the influence of misinformation on adolescents' self-perception and discourse, leading to the emergence of four main themes. As the next contribution, Ja'afari Meidansar explored on the considerable positive correlation between Iranian EFL learners' resilience and their willingness to communicate, while Ajideh and Oghbatalab focused on two Types of Dynamic Assessment naming "Interventionist and interactionist" on Iranian EFL learners' grammatical accuracy in writing, proposed the significant superiority of interactionist DA in grammatical accuracy in writing compared to their interventionist counterparts.

The article from the Philippines by Adeva Jane Esparrago and Archie Daguimol studied on the achievements-Concerns-Solutions (ACS), as a closure activity to improve group collaborations in English classes. The other international article of this issue by Mohammed Emdadul Huda and Farjana Khanum examined Bangladeshi English teachers' perception on Artificial Intelligence as a learning tool at the tertiary level. The paper from Oman deals precisely with IELTS writing task, regarding their contribution, to evaluate cohesion as a predictor of writing quality.

Finally, an article on English Literature closes this issue by finding Symbolism in Kuang's Yellowface (a literary work) using ChatGPT as a new tool conducted by Foroutanian and Porgharib.

Providing a medium for sharing the latest research studies on English education, IJPIE seeks to provide a forum for scholars, faculties, practitioners, and professionals to exchange knowledge in the form of empirical and theoretical research articles. We also want to warmly thank the esteemed colleagues for their valuable help in reviewing the papers in this issue. Good news are on the way; Stay tuned!

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