

EDITORIAL

Dear IJPIE Team/reader

It is a great pleasure to announce the publication of a new issue of the *International Journal of Practical and Pedagogical Issues in English Education (IJPIE)*. We are pleased to bring together ten research articles that examine current issues in English language teaching, learning, teacher development, educational technology, and English literature from a range of perspectives and research contexts.

The articles in this issue reflect the diversity of contemporary work in English education while sharing a common interest in understanding how learners and teachers can be better supported in increasingly complex educational environments. Several contributions focus on individual differences and the psychological dimensions of language learning. Rashvand Semiyari and Ghorbani investigate the relationships among L2 motivational self-guides, the difficulty of linguistic forms, and explicit and implicit L2 knowledge. Their findings draw attention to the role of motivation in different dimensions of language development. Similarly, Kheirzadeh and Pakzadian examine the relationships among assertiveness, self-consciousness, and oral ability, highlighting the importance of individual differences in learners' oral performance.

Other contributions in this issue address reflection, self-regulation, and learners' active involvement in the learning process. Sha'bani and Pourhosein Gilakjani compare reflective thinking and self-evaluation in relation to mindful language learning, subjective well-being, and productive language performance. Their study points to the potential value of reflective and self-evaluative practices in supporting more self-regulated language learning.

Technology and its growing role in English education form another important thread across the issue. Ghalajian Moghadam and Pourdana examine classroom-based and electronic diagnostic assessment of academic writing and explore how teachers' experience and institutional context interact with technology-mediated assessment. Taheri and Farahian, in turn, investigate the relationships among teachers' writing self-efficacy, writing motivation, and acceptance of artificial intelligence in academic writing. Together, these studies contribute to ongoing discussions about how technological developments are reshaping assessment, writing instruction, and teachers' professional practices.

At the same time, the increasing use of technology also brings challenges for teachers. Kashef and Rahmati examine technostress among EFL teachers and its relationship with work performance, job satisfaction, and career commitment. Their findings draw attention to the need for appropriate support systems as digital tools become increasingly embedded in educational settings. In a related area of teacher development, Taghaddomi and Taghipour compare social-emotional learning among EGP and ESP teachers while considering the roles of teaching experience and academic degree. These studies remind us that educational innovation needs to take teachers' professional and emotional conditions into account as well as the technologies and methods being introduced.

The issue also includes studies that explore language pedagogy and learning from innovative perspectives. Fatehi Rad, Mahdavi, and Rabani investigate neuroscience-informed instruction in vocabulary learning and retention, examining practices such as spaced repetition, retrieval practice, multimodal input, emotional engagement, and metacognitive reflection. Ebrahimi and Farnia take a different but complementary perspective by examining marked themes in research article introductions across four academic disciplines. Their study highlights the relationship between linguistic choices, rhetorical purposes, and disciplinary conventions, with implications for academic writing and EAP instruction.

Finally, this issue extends beyond language teaching and learning to the field of English literature. Singh's study of Mulk Raj Anand's *Untouchable* explores the potential of literature to promote empathic and justice-oriented learning. Through the Affective–Aesthetic–Activist framework, the study considers how literary texts can connect emotional responses with reflection and ethical engagement in the classroom.

Taken together, the contributions to this issue demonstrate the breadth of contemporary scholarship in English education. They address motivation and individual differences, reflective learning, technology and artificial intelligence, teacher wellbeing and professional development, innovative approaches to language instruction, academic writing, and the pedagogical potential of literature. Although the studies differ in their research questions, methods, and contexts, they share an interest in improving our understanding of language education and responding thoughtfully to the changing needs of learners and teachers.

We hope that this issue will provide useful insights for researchers, teachers, teacher educators, and other professionals in the field. We sincerely thank all the authors, reviewers, editorial board members, and colleagues who have contributed to the preparation of this issue. We also welcome your comments, contributions, and continued support for IJPIE.

The pleasure of exploring the unknown paves the way for a broader view of the world. Let us keep learning, researching, and moving forward together.

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