EDITORIAL

The Editors-in-Chief and the Editorial Board are proud to introduce Volume 1, Issue 2 of the Futuristic Implementations of Research in Education (FIRE). Our second issue features five articles that report findings primarily concerned with learners and pre/in-service teachers in different education settings.

In the first article, Atılır and Bergil (2020) investigated the impact of using songs for pronunciation skills. In doing this, they collected English language teachers' opinions to find out whether songs were efficient in teaching pronunciation.

In the second article, Ginja and Chen (2020) introduced the implementation of an in-service training program for primary school teachers in Ethiopia. Drawing on the qualitative methodology, the researchers investigated to what extent the implemented program contributed to teachers.

In the third article, Kibar and Özer (2020) examined the opinions of the pre-service English language teachers on online education. By employing a quantitative research design, the researchers made an investigation of the participants' general attitudes towards online education.

In the fourth article, Gazan (2020) explored the English preparatory school students' perceptions of synchronous and asynchronous modes of distance education. The article has pedagogical implications for developing a better distance learning environment for students.

In the fifth article, Oni, Durowoju, and Onuka (2020) made a review of the previous studies to put forward how teaching and assessment strategies can be improved for better teaching and learning outcomes.

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Dr. Sezen ARSLAN   Dr. Nurdan KAVAKLI
Van Yuzuncu Yil University, Turkey   Izmir Democracy University, Turkey

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