EDITORIAL

The Editors-in-Chief and the Editorial Board are proud to introduce Volume 3, Issue 1 of the Futuristic Implementations of Research in Education (FIRE). This issue features five articles that point out the findings primarily concerned with language learning and professional education.

In the first article, Demirezen (2022) extensively highlighted the importance of teaching pronunciation, particularly /ð/ phoneme. He also emphasized the production of pronunciation teaching materials through recognition and production materials. This study, therefore, has significant implications for creating awareness of fossilized pronunciation errors and guiding teachers for improved models of pronunciation teaching.

In the second article, Babacan and Güleç (2022) investigated university students' attitudes towards the effect of technology-mediated learning on the learning process. In so doing, the quantitative research design was used and the researchers pointed out that some variables may play important role in the formation of attitudes towards technology. Thus, the study has important pedagogical implications for developing attitudes.

In the third article, Erdoğan, Çoban, and Kirişçi (2022) compared and contrasted international and local ELT textbooks in terms of cultural aspects. While doing this, the researchers used qualitative content analysis. The findings showed that the local ELT textbooks emphasize the target language culture, unlike international textbooks. This study, therefore, holds important implications for curriculum development for ELT.

In the fourth article, Şahin (2022) aimed to show how some EFL textbooks were evaluated from the EFL teachers' perspectives. Based on the mix-method research design, the study revealed some weak and strong points for the related textbooks. In this sense, the study is significant in improving textbooks in use.

In the fifth article, Bayraktar-Çepni and Kulaksız investigated the distribution of the hedging devices and showed how possible variations occur in using edging devices. The researchers employed a quantitative study and the findings of the study are significant in language teaching concerning hedging use.

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