



EDITORIAL

The Editors-in-Chief and the Editorial Board are proud to introduce Volume 5, Issue 1 of the *Futuristic Implementations of Research in Education (FIRE)*. This issue features five articles that point out the findings primarily concerned with the professional development of teachers within different branches.

In the first article, Balzan and Vassalo (2024) aimed to find out the specific needs of students with high-functioning autism spectrum disorder (HFSAD). They used narrative inquiry as the methodology of the study. The findings revealed a series of patterns in the assistance provided to these students, which emphasized social and communication skills.

In the second article, Ertem-Akbař and Alan (2024) analyzed the pre-service primary and elementary mathematics teachers. They interviewed 18 participants and the findings pointed out some specific arose within the context of mathematics anxiety.

In the third article where Günlü et al. (2024) explored the strategies for enhancing EFL learners' vocabulary acquisition and motivation by using exploratory action research. Their study reveals that meaningful vocabulary activities improve learners' comprehension and retention.

In the fourth article, Girtliođlu and Aydın (2024) examined the EFL instructors' interactions with their students on the Learning Management System (LMS). By using a descriptive research design, the researchers found out that three levels of interaction happened between EFL instructors and their students while studying on LMS. The study provided important implications for EFL learning.

In the fifth article, Demirezen (2024) suggested that certain minimal pairs, homophonous words, inferences, and L1 interferences on affricative sounds in the English language could be used for training English majors, pilots, and air traffic controllers in Aeronautical English.

We would like to thank our authors, reviewers and readers for their support.

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