



EDITORIAL

The Editors-in-Chief and the Editorial Board are proud to introduce Volume 2, Issue 1 of the *Futuristic Implementations of Research in Education (FIRE)*. This issue features two articles and one report that document findings primarily concerned with language learners, pre/in-service language teachers and material developers.

In the first article, Dolgunsöz (2021) investigated the reactions of EFL learners towards pork content in a subtitled video and probed into the learner attention and cognitive load. In so doing, the researcher examined the eye movements through eye-tracking. The article has significant implications for developing ELT materials in terms of emotion-attention relationship, intercultural dimensions, and transformative aspect of second language teaching.

In the second article, Keten (2021) explored the relationship between language learning anxiety and language learning strategies. Drawing on the quantitative methodology, the researcher showed the impact of learning strategies on low/high learning anxiety. Thus, the article has important implications for improving the quality of the atmosphere in language learning classes.

In the report, Kilic (2021) aimed to show how a Response to Intervention (RTI) model can be implemented in K-3 for special education by paying particular attention to the initiation and design of the model. The report also provides suggestions and potential challenges that can be faced during the RTI implementation. In this sense, the report is significant in guiding the special education teachers and informing policy-makers.

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