

Notes from the Editor

We are pleased to announce that *IJELS* has released her third issue of Volume 10. Our July issue presents several research articles with very interesting and timely topics.

As always, our articles cover a wide range of current topics on education and literacy studies. In this issue, you will read research articles related to attitudes about online courses, effect of COVID-19 on pre-service teachers' teaching practice, teachers' attitudes towards digital reading and writing, elementary students' critical reading skills and creative reading perceptions, lesson plans in foreign language teaching, Sports Education students' team loyalty and sports organization consumption, school students' viewing and listening strategies and listening anxiety, collaborative writing, peer collaboration and communication in online courses, grammar instruction, and functionality of literacy and numeracy in first cycle primary school. The issue also showcases an opinion article on dyslexia and a bibliometric review article on bilingualism. These articles originate from different countries, including, Ethiopia, Turkey, and the USA.

The issue would not have been completed without *IJELS* reviewers and editors' professional and meticulous evaluations of the manuscripts. There were submissions that had to be returned to authors several times before our reviewers and editors were satisfied with their quality while some submissions could not make it through. *IJELS* acknowledges and appreciates her reviewers who will selflessly, professionally, and critically evaluate the submissions. Very many thanks to our authors, reviewers, and editorial board members, who made this issue a reality. Most importantly, we thank our readers for reading, sharing, and citing the *IJELS* papers.

Happy reading!

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