EDITORIAL

Dear *IJLTR*er

Happy 2019! It gives me great pleasure to greet you on the eve of the new year with the news of the publication of our January issue. With your support as readers and contributors, we have now grown up to school age: we have just entered age seven, a testimony that we have successfully passed through our infancy period and are stronger than ever. Following our past achievements in recently being indexed in Web of Science (ESCI), I would like to so proudly announce that our ISC ranking has significantly improved in its most recent evaluation which has just been released. Jumping from a Q2 to a Q1 journal, *IJLTR* has achieved the highest IF among all English journals on Humanities (including Education, Literature, Applied Linguistics, etc.). Our new impact factor of 0.657 is the highest among some 135 Humanities journals, attesting to *IJLTR*'s highest publication standards winning it the rank of #1. This achievement is a landmark gain and I would like to extend my sincere appreciations to journal board members, reviewers and all contributors whose unfailing and wholehearted academic support yields more fruit every season. Enjoy this new year gift, as this is a moment to remember and celebrate!

This issue of *IJLTR* like its predecessors features seven research papers of national and international scope on various dimensions of language education as well as two book reviews and an interview. In the first paper, Olivier Jako studies the development of a writing self-rating scale through autonomography while Rashidi and Hosseini survey the perceptions of Iranian policymakers in Iran's foreign language policy document in the second paper. In a multiple case study, Mark Teng examines learner identity and investment in learning in a Chinese context in paper three and Asagri, Ketabi and Amirian look at interest and achievement in L2 reading as a result of internet based teaching in the following paper. The relationship between teacher's burnout and motivation is the focus of paper five by Rouhani and Dayeri, and in the next paper Ebadi and his co-researchers compare the rhetorical structure in abstracts and introductions of masters theses written by Iraqi and other international students while Munalim and Gonog study student-teachers' spoken reflection with an aim to developing a reflection inventory. The book reviews are on written corrective feedback (by Yi) and English grammar for research (by Javidi). There is finally an interview with Prof. Henry Widdowson and Prof. Barbara Seidlehofer (by Salahshoor).

It is my sincere hope that our readers will find something of value in this issue and help us flourish further by sending us their quality research productions on topics that they think have not been sufficiently covered in our previous issues. Let me remind you that our 2019 Special Issue is devoted to *Reflective Practice in TESOL* and will be guest-edited by Prof. Thomas Farrell (Brock University, Canada), the deadline for submission to which is 1 March 2019.

Karim Sadeghi

Founding Editor in Chief

New Year's Eve