

EDITORIAL

Dear IJLTR reader

As we are approaching the summer, I am pleased to write to you with the announcement of the publication of a new issue of *IJLTR*. While most of my colleagues in other parts of the world have almost ended their spring semester and are starting to enjoy the summer holiday after a few final days of scoring and grading, here in Iran we are still running classes with exams to start soon. As an editor, even when the exams are over and you are entitled to enjoy the summer break, there is the duty of preparing the next issue of the journal which means that journal editors have essentially no break whether between the semesters or after them. What makes an editor survive such break-less life is the generous moral support received from editorial team as well as readers and contributors. All this contributes to journal growth which in turn is a strong motivation for the team to move forward more steadily.

For the last several issues of *IJLTR*, I had the honour to share with you a new achievement of our publication, form being promoted to Q1 in Scopus in 2020, to ranking top in Iran and the Middle East, and the like. Indeed, *IJLTR* seems to have conquered all peaks last year and there is no new achievement expected; it seems that there is no higher rank than Q1 which *IJLTR* has once more gained in 2021 in Scimago's recent rankings (SJR) which was announced on the 1st of June. Regionally, *IJLTR* has tanked top among 134 journals indexed in ISC (Islamic Science Citation) whose most recent JCR was recently announced. No doubt, these steady gains are a direct outcome of the quality papers published as well as invaluable academic support by the editorial team, reviewers and the journal internal staff; thank you all for playing your part so effectively and keeping *IJLTR* at the peak!

Like all its previous issues, *IJLTR*'s new issue comes out on time, 1st of July 2021, as initially planned. In 2020 and earlier years, each issue carried seven full text articles, two book reviews and one interview. Beginning with January 2021 issue, we decided to leave out the interview to open space for one more research article, given the huge number of submissions we receive and the long list of accepted manuscripts awaiting publication. In line with the same policy and to open more space for international contributors, we decided to stop receiving submissions from our Iranian colleagues temporarily until the end of 2022. The current issue accordingly is packed with 8 original articles from Hong Kong, the UK, the USA, Australia, New Zealand, and Iran as well as two book reviews by Iranian and American reviewers.

In the first paper, drawing on second language acquisition principles, Alessandro Benati presents a case for evidence-based language instruction, moving beyond methods and focusing on the key role of input. Fathi, Greenier and Derakhshan then concentrate on the role of EFL teachers' emotion regulation in mediating the role of teacher reflection on their self-efficacy and burnout in the second paper, followed by a further focus on teachers by Bagheri and East in paper 3, where they investigate teachers' cognitions and practices in the context of listening classes in private language schools. The next paper by Wotring, Chen and Fraser is a syllabus document analysis which looks at the alignment between learning objectives, teaching principles and curriculum policies in three East Asian contexts, followed by John Liantas and Patrick Mannion's argument for a place for digital story-telling in language classrooms to afford optimal learning conditions. In paper 6, Mohammadzadeh and Alavinia look at the role of motivation in task performance and analyse motivational changes during task supported instruction to seven young

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language learners, followed by Rahimi, Yousofi and Moradkhani's paper on challenges in ELT research in Iran's higher education system. The final research paper in the volume by Kaivanpanah, Akbarian and Salimi is devoted to vocabulary instruction where they compare differential effects of three modes of instruction (explicit, implicit and modified implicit) on its learning and retention. The books reviewed are *The TESOL Encyclopedia of English Language Teaching* and *The Routledge Handbook of Research in Applied Linguistics* reviewed respectively by Kristen Fung, and Khodadust and Mohammadi.

I trust the collection will fill part of your long summer days. As you enjoy reading the published work in this issue, please also watch out for our Special Issue on *Online Professional Development in TESOL* (edited by Jack Richards), that will appear on the 1st of October 2021. Our 2022 special Issue will be guest-edited by Michael Byram and Petra Rauschert, and is devoted to *Language Teaching, Education for Democracy and Cross-curricular Connection* for which it is time to plan a submission. More information about all this is just a click away: ijltr.urmia.ac.ir.

Karim Sadeghi

Founding Editor in Chief

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