

EDITORIAL

Dear *IJLTR* reader/contributor

Happy 2022!

The footsteps of 2022 are at the door, bringing with them the new-year gift of the publication of a new issue of *IJLTR*. 2022 marks our 10th year anniversary: 10 years of enviable, professional activity and we (the journal team) are very proud that for the last 10 years, we have managed to publish all our first issues on the 1st of January (and other issues on the 1st of planned months). This means that while almost the whole world is busy taking new year holidays and breaks, we at *IJLTR* work day and night -- with no compensation to its runners/board members and free of charge to contributors and readers -- to disseminate scholarship in our field and that we are open to academic business even on the 1st of January when the rest of world is all shut down. To make this happen and survive for a decade, we proudly rely on our dedicated and selfless journal members as well as committed reviewers; on top of that, we owe all our accomplishments to our contributors without whose contributions we would not have been able to even start the journey. Thank you all from the bottom of my heart! I wish you all health and peace in the coming year; your dedication to promoting scholarship at an increasingly uncertain time is exemplary indeed.

Our January 2022 issue is similar to our previous issues in its scope, structure and content: there are full articles (both research papers and a systematic review) and book reviews, authored by scholars from the UAE, Turkey, Australia, South Africa, Indonesia, Russia and Iran on various significant topics ranging from the role of age in vocabulary acquisition to digital storytelling to teaching academic writing to participatory patterns and more. The constructs of vocabulary, motivation and learner/teacher autonomy have been the focus of more than one paper each in this issue.

More specifically, the first paper by Qureshi investigates the age of exposure factor in vocabulary acquisition in English medium contexts. Paper 2 by Kristiawan et al. examines the effect of storytelling on Indonesian EFL learner's vocabulary development, motivation and cultural identity; followed by Kuzmenkova and Erykina's genre-based teaching of academic writing. Rostami et al. in paper 4 study peer modelling and introduce ground rules for collaboration among pairs, and then Sorayyae et al. explore Iranian EFL learners' goal-directed visions through an ecological lens. Amini and Kruger in paper 6 conduct a systematic review of teacher self-directed learning as influenced by teacher autonomy and reflectivity; and the final research paper by Sapan and Mede is devoted to uncovering the effect of differentiated instruction on language learners' academic achievement, motivation and autonomy in a Turkish context. The three books reviewed are related to teaching literature and assessing second language reading and writing. Mehmet Recep Tas has reviewed *Teaching Nineteenth Century Literature*; Ali Isik has evaluated *Assessing Second Language Reading*; and Neomy Storch and Seyed Yasin Yazdi-Amirkhiz have jointly introduced and assessed *Assessing Change in English Second Language Writing Performance*.

I trust this new issue will have something of interest for all to browse during the new year break. Hoping that you will enjoy reading the work published here, I am inviting you to plan a contribution to *IJLTR*'s future issues, reminding you that the call for our 2022 Special Issue (to

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be edited by Prof. Michael Byram and Dr. Petra Rauschert) is still open. More information about the special issue, submission deadline, and submission guidelines can be found at: <http://ijltr.urmia.ac.ir/journal/about>

Karim Sadeghi

Founding editor-in-chief

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