

EDITORIAL

Dear readers

Happy Eid-e-Fitr!

It is the start of the new season here in Iran and with that comes a new issue of *IJLTR*. A lot has happened since our previous issue and I would gladly like to share some good news with you. I am pleased to announce proudly that *IJLTR*'s SCOPUS CiteScore has jumped from 0.39 in 2015 to 0.80 in 2016. This means that *IJLTR* now ranks 113 out of 582 journals indexed in SCOPUS under the 'Linguistics and Language' category, and with this new impact, *IJLTR* is now a Q1 SCOPUS journal. Our first ever SJR values are now out based on which *IJLTR* has received a Q2 ranking with an SJR value of 0.24 for 2016 (ranking 242 out of 675 journals in the category of 'Language and Linguistics').

I am also happy to highlight *IJLTR*'s inclusion in ERIC immediately after our January 2017 issue was published. Our Iranian readers and writers have for long been waiting for *IJLTR*'s recognition by Iran's Ministry of Science, Research and Technology (MSRT). It gives me additional pleasure to inform you that *IJLTR* is now formally ranked as 'Elmi-Pajuheshi' (Scientific-Research) by the MSRT. Furthermore, *IJLTR* is now also included in ISC indexing database. No doubt, our readers, writers, reviewers, editorial/advisory board members and the dedicated journal team have all played a role in these gains and I would like to take this opportunity to extend my warmest congrats and appreciations for each and all of you.

The current issue of *IJLTR* (July 2017), like its predecessors, comes with seven research papers written by Iranian and non-Iranian scholars, in addition to book reviews and an interview as its regular features. In the first paper, Keshavarz looks at the pronunciation problems of Kurdish EFL learners in Cyprus; and then Jalilifar and Abbasi analyse thematicity in the preface, introduction and forward sections of applied linguistics textbooks in the next paper. In the third paper, Khani and Malmir talk about the development and validation of a teacher talk functional scale, with Gheisari taking a sociocultural perspective to analysing private speech in teacher learner interaction in paper four. In the next paper, Ranjbar and Ghonsooly tackle peer scaffolding behaviours in written task revisions, and Moradkhani proposes a model for validating language teachers' pedagogical knowledge in paper six, with the last paper in the issue, by Yusuf and her colleagues, concentrating on teaching toddlers in an Indonesian context. The reviewed books cover English grammar, humour in language teaching and activity theory in education, and the interview with John Lontas (the guest editor of the next Special Issue *on Idiomaticity and Language Teaching Research*) discusses some ups and downs of the interviewee's academic life.

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I hope each reader will find something interesting to take home from this collection. Please make your own contribution to our growth by sending us your quality works – and your constructive comments.

Best wishes for the holiday season

Karim Sadeghi

Founding Editor-in-Chief

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