

EDITORIAL

Dear IJLTR team/reader

2023 is at the door, and by the time you read this editorial, we will have already entered another new year full of opportunities and uncertainties. Now that *IJLTR* has stepped into its teenage phase, my utmost wish is that it will continue to prosper and shine as it did during its first decade of life. I also wish to extend my heartfelt note of gratitude to all journal team members as well as contributors and reviewers who have all had a significant role in our achievements so far and who are the driving force and backbone of any future landmarks. My sincere hope is that the New Year will be a year to remember for all of us and that it will bring you and your loved ones health, happiness, prosperity, peace and success.

The world experienced two of its worst years in 2020 and 2021; and while 2022 seemed to be a transition to normal life post-pandemic, the continuation of wars between some countries and civil conflicts in many parts of the world as well as news of the outbreak of a similar pandemic to what we have just been through are no promising signs; we shouldn't only pray but have an ethical obligation to act and urge world leaders and politicians, most of whom have failed the test of humanity, to take urgent actions to prevent the world from becoming a worse place to breathe. Humanity seems to have already died and human beings are in real danger of extinction and there are no other creatures than human beings who can save their own species!

January 2023 issue of *IJLTR* is packed with 8 articles and 2 book reviews with contributors from Iran, Turkey, Qatar, Hong Kong, Indonesia, Thailand and Australia. In paper 1, Ghaslani and her co-authors have used grounded theory to explore resilience among EFL teachers. Papers 2 and 3 are both review and status papers on issues related to research methods. In paper 2, Riazi and his co-authors have systematically reviewed articles published in the *Second Language Writing Journal* to identify qualitative data coding and analysis methods; and Soodmand Afshar and Ranjbar, in paper 3, have looked at current issues and practices in mixed methods research in applied linguistics. Papers 4, 5 and 7 are all related to the applications of technology in language teaching and assessment as well as in teacher education. Kusuma and Waluyo have investigated the role of e-portfolios in self-efficacy and speaking performance in paper 4; and Mehrpour and his co-researchers have examined the accuracy of peer feedback in a computer mediated language learning context in paper 5. Paper 7 by Yazici and Atay has similarly examined the role of ICT in teacher professional development in a language teacher education context in Turkey. In paper 6, Khajavi and Aghaee have explored the mediating effect of background knowledge on the relationship between vocabulary repertoire and L2 listening comprehension; and the final paper by Pourhaji and his colleagues has delved into the link between teachers' stated versus enacted beliefs about classroom materials. The two book reviews have been done by Lyu and Lam, and Alinasab, who have respectively reviewed *Talking about Second Language Acquisition* and *Introducing English for Research Publication Purposes*.

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I trust our humble new year gift will be welcomed by you and each reader will find something of value to take home. To browse the current issue and learn what each paper has in store, you are only a click away from our website: ijltr.urmia.ac.ir. In line with the above caveat on what humanity has been left to suffer and in order to explore the numerous social justice dimensions of the use of technology in language education during and post COVID-19 pandemic, the theme for 2023 Special Issue of *IJLTR* is *Technology Mediated Language Learning, Teaching and Assessment: Social Justice Considerations*. Potential contributors are invited to make a submission before the end of April 2023.

Karim Sadeghi

Founding editor-in-chief

New Year's Eve