

EDITORIAL

Dear IJLTR team/reader

Happy Ramadhan/Ramadhan Kareem!

I am very delighted to reach you with the news of the publication of our latest issue. After 12 years of uninterrupted, successful publication history, *IJLTR* proudly starts its 13th year of quality service, sharing top-notch scholarship in the field of second language education with readers across the globe. While most top-tier publications charge either the writers to pay an article processing charge or the readers to purchase the paper after publication, we are very honoured in offering a quality service at no cost to our writers and readers, which demonstrates the cause of *IJLTR* to freely disseminate knowledge rather than do business with knowledge. This has only become possible because of the utmost devotion of a very tiny team as well as dedicated reviewers who all serve the academic community with no financial expectations. There are no words to thank what you are doing together; I am very proud of you all!

Until 2024, the first issue of each volume was published on the first day of January, but due to the very limited facilities and very few staff we have, we decided to publish our first issue by the end of Winter rather than sharp on 1st January. Winter season in Iran starts on 21 December (1st of Dey) and ends on 20 March (30 Esfand, which is the New Year's Eve – and which is normally 29 days unless it is a leap year). I am very happy to announce that Volume 1, Issue 13, of *IJLTR* is now online and ready to browse.

The Winter 2025 issue of *IJLTR*, like its predecessors, comes with 8 full length articles and two book reviews. The articles in this issue have been penned by researchers affiliated with universities in Iran, Oman, Canada, the UK, Indonesia, Croatia, and China. Text versus discourse is a long-standing dichotomy within discourse studies taken up by Kazem Lotfipour-Sadei in the first paper. In *More about Text, Textuality and Discourse Analysis*, the author discusses the dimensions of discursive perspective on language, and examines the impact of variations in textual presentation of discourse on text production and comprehension. Andrzej and his colleagues, in paper 2, use a mixed methods study to understand the levels of assessment literacy among 320 pre-service English language teachers in Indonesia as well as to learn how their university education prepared them for future classroom assessment. The third paper comes from Croatia, in which the authors, Zrinka Fiser and Luka Pangracic, reconsider Dörnyei's original motivation model (L2 Motivational Self-System (L2MSS)) among 279 university students majoring in non-English disciplines. The focus changes from students to teachers in paper 4, where Zahra Karimi and her Iranian co-researchers compare the effect of a choice-theory based treatment versus clinical supervision on 30 EFL teachers' self-efficacy. Farzaneh Soudkhah Mohammadi and her Iranian and Omani colleagues in paper 5 study self-efficacy among learners and attempt to uncover how teacher success and teacher concern interplay with general and English self-efficacy among 265 intermediate to advanced Iranian EFL learners. In paper 6, Akram Ramezanzadeh and her team examine TESOL teachers' identity through combining their big and small stories to understand the role of sanctions on teacher wellbeing and professional practice. The last 2 papers come from a CALL context. Sarah Sadat Hosseini and her colleagues in paper 7 report the development and validation of a CALL Evaluation Scale among 219 Iranian teachers, called Ecolinguistics CALL Evaluation Scale (ECES). Similarly, in the final paper, Bahman Gorgian and his team report a study on designing an

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integrated CALL evaluation tool via Technology Acceptance Model with 230 Iranian teacher educators. The two book reviews for this volume have been conducted by Xin Li, and Osman Erdem Yapar, who have reviewed *ELF and Applied Linguistics: Reconsidering Applied Linguistics Research from ELF Perspectives* and *Routledge Handbook of Technological Advances in Researching Language Learning*, respectively.

I very much hope you will find the full length articles and book reviews in this issue of interest and plan for your own quality contribution to one of our future regular or special issues. Our next Special Issue for Autumn 2025 (to be guest-edited by Dr Vincent Greenier and Prof Gary Barkhuisen), is open for submissions until June. Wishing you all peace, a blessed Ramadhan, and a happy Iranian New Year – Nowrooz- in advance, I invite you to browse the current and past issues of the journal and join our team of readers, contributors and supporters

Karim Sadeghi

Founding Editor-in-Chief

Dhofar University, Oman

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