

## **EDITORIAL**

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### **Dear IJLTR team/reader**

I am delighted to announce that the Summer 2025 issue of *IJLTR* is now published online. The last few weeks have been very stressful given the Zionist regime and the US attacks on innocent Iranian people. We cordially remember and honour all those martyred and injured, and sympathise with the families of those affected. Despite these adverse war conditions and internet issues, our dedicated team have been working non-stop to make the online publication of our latest issue happen on time; this scholarly contribution is a testimony that Iranians are peaceful people and work to promote knowledge and scholarship even at war times.

A brief report on *IJLTR*'s latest developments is in order. Both Scopus and Clarivate Analytics announced their most recent journal rankings in June 2025. It is a proud moment for *IJLTR* team and contributors to learn that based on the last report by Elsevier/Scopus, the journal's CiteScore has increased significantly from 3.8 in 2024 to 4.6 in 2025, ranking *IJLTR* 68 out of 1126 journals in *Language and Linguistics* category. This is a new major milestone in the journal's international rankings. While *IJLTR* was a top 9 percent journal in 2024, it has now entered *the world's list of top 6 percent most prestigious journals* (94/100). This is a substantial achievement for a local journal run with no resources in a sanctioned country. Similarly, in SciMago, *IJLTR* has improved its SJR from 0.55 in 2024 to 0.574 in 2025, maintaining its Q1 status. In Clarivate Analytics' 2024 JCR report, similarly, *IJLTR* has received a JIF of 1.4, maintaining its status as a Q2 *Education and Educational Research* journal. As far as JCI is concerned, *IJLTR* has achieved a Q1 status, ranking 188 out of 756 journals in *Education and Educational Research* indexed within the ESCI database. These achievements showcase the journal's aspirations to be a leading outlet in the region and internationally, and are possible to sustain only through your ever-lasting support. Hats off to you all! Please keep on supporting your outlet.

Like our previous regular issues, the Summer 2025 of *IJLTR* comes with 8 research articles and one book review. The papers in this issue have been authored by researchers from Iran, Oman, Russia, Vietnam, Japan, Turkey, and the USA. The first 6 papers focus on various aspects of language learning/acquisition; and papers 7-8 concentrate on teacher education. In the first article, Sadykova and Kayumova introduce an experiment with AI-powered image and audio generators as tools for developing language skills among 40 pre-school EFL learners; and in the second paper Nguyen and his colleagues address the interplay between learners' prior experiences, attitudes, and agency in utilizing social media for learning purposes in a Vietnamese context. In the third paper, Liontas and his coauthors examine the ideas of Arabic speaking doctoral students on teaching idiomatics; and Rezadoust and his colleagues in the next paper compare the impact of e-portfolios on the motivation and autonomy among ninety intermediate EFL learners. Papers 5 and 6 are both devoted to the writing skill. In paper 5, Alavi compares the developmental paths of low and high-achieving individuals and dyads (among 6 MA candidates) in terms of complexity, accuracy, and fluency; and in paper 6, Sadeghi and Yazdi-Amirkhiz compare peer-peer dialog among two Iranian (EFL) and two Malaysian-Chinese (ESL) dyads during collaborative writing. In paper 7, Kavoshian and her coworkers propose a netnographic model of Online Teacher Professional Development which they implemented over a period of two years in a Telegram group in Iran; and the last paper

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by Mahdian Rad and Baleghizadeh focuses on how emotional intelligence and teacher self-concept relate to burnout, and whether self-efficacy mediates these relationships. Finally, Oroujlou and Belali evaluate the book titled *Transformative L2 Teacher Education Innovations: Insights from Vygotskian Sociocultural Theory*.

I trust you will find something of interest in this issue and plan for your own quality contribution to one of our future regular or special issues. Our next Special Issue (to be guest edited by Dr Vincent Greenier, American University of Sharjah, and Prof Gary Barkhuizen, University of Auckland) promises to be an interesting read, and will be published in Autumn 2025.

**Karim Sadeghi**

**Founding Editor-in-Chief**

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**10/July/2025**