

## **EDITORIAL**

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

As *IJLTR* team were finalising the publication of its current issue (March, 2026) and as we were planning to upload the papers on its website, there came some very shocking news. On 28 February, the US and Israil attacked Iran in the middle of a second round of peace talks between Iran and the USA. Tens of fighter jets bombarded Tehran and numerous other cities and martyred the country's supreme leader, numerous high ranking commanders, and hundreds of civilians on the first day of a full-scale military invasion, which lasted for almost 40 days. On the same day, they attacked a primary school in Minab (Shajare-ye-Tayebeh School) and killed 168 innocent school students. The whole country and the world were in deep shock, and once again the world witnessed how the tyrant Epstein-linked leaders can cross the red lines of ethics and humanity and destroy the world for their evil causes. As *IJLTR* team, and Iranians academicians, we fully and seriously condemn this invasion, as a result of which 3375 people lost their lives (as of 20 April), tens of thousands injured, and millions still suffering one way or another.

Apart from leading to the losses of lives, and harms in various ways to individuals and families, as well as to the country's civilization, assets and infrastructures (economically, emotionally, and socially), this imposed war impacted academic life in Iran as well, the smallest of which being lack of the Internet to keep academic business going on as normal, including *IJLTR*'s inability to publish its March issue on time. Although we published the March issue's papers 'offline' and shared them with their authors on 1 March via email, we had no access to the Journal's website until today, to have them published online. We wholeheartedly remember all our fellow academicians as well as university/school students and their families who have suffered one way or another as a result of this inhumane, illegitimate and brutal invasion; we also sincerely thank our colleagues and readers throughout the world who reached us and conveyed their messages of sympathy and condolences. Devils have always existed throughout the history of mankind; let's pray and hope that the number of such people and leaders will go down and the world will see peace again in the future. Amen!

This issue of *IJLTR* includes 8 full length articles, and beginning with 2026, we have decided not to publish any more book reviews on a systematic basis as we did so far; sporadic reviews may be commissioned to invited reviewers from time to time, however, if need arises. Topics covered in this issue range from English Medium Instruction (EMI) to L2 teacher immunity and motivation to written corrective feedback (including e-feedback) to game-based vocabulary learning to neural patterns in writing, with contributors coming from Iran, the USA, Turkey, Spain, Oman, Japan, China, Taiwan and Australia. Wu and Richards, in the first paper, compare viewpoints of Taiwanese EMI teachers across disciplines to explore the relationship between course content and the language support offered by teachers. In the second paper, Mallahi investigates the relationship between written corrective feedback engagement, classroom social climate and emotion regulation strategies among 54 Iranian EFL students with different proficiency levels; and similarly Bangun and her colleagues take up the issue of collaborative e-feedback among 6 EAP students in the next paper, comparing their views and interactions on peer and instructor feedback. Conducted with 500 Turkish EFL learners, paper 4 by Yilmaz and Basoz aims to establish the role of motivation and achievement in predicting L2 grit. Amini and Samadzadeh, in the next paper, compare 15 Iranian and 13 Turkish teachers in terms of teachers' emotional responses to pertinent schools' syllabus policies. Paper 6 by Khalili and Alavinia seeks to determine the link between Iranian and Canadian English teachers' affective domain (including

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self-compassion, emotion regulation and grit) and productive and maladaptive teacher immunity. In the next paper, Rast-Behbahani and Mashhadi, criticizing technique feature analysis (TFA) due to factors causing cognitive load, offer a revisited TFA based on Cognitive Load Theory informed digital game-based incidental vocabulary learning. And finally, the last paper by Fernandez and Camargo, using electroencephalography (EEG) with the Emotiv EPOC+ 14 system, examines differences in neural activation patterns between traditional (hand-written) and digital (typed) writing among university students.

Let's hope this was/will be the last time academic life stopped due to the imposed war on Iran. I trust what our team have been collectively trying to deliver to you over the last few months would be a welcome small relief from the hard times of the war. It now rests on us as academicians to promote peace through our writings, and support for the innocent people all over the world. More about the current issue as well as our submission guidelines can be found at: [ijltr.urmia.ac.ir](http://ijltr.urmia.ac.ir).

**Karim Sadeghi**

**Founding editor-in-chief**

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