

## **EDITORIAL**

---

### **Dear readers**

Welcome to January 2015 issue of Iranian Journal of Language Teaching Research. This issue of IJLTR marks the beginning of its third year of publication. It gives me great pleasure to share with you that IJLTR has moved ahead steadily since its inception: we are very proud of our rigorous review process and on-time publication of all issues so far. Increasingly more and more papers are being submitted to IJLTR and we have to be more selective for space considerations and unfortunately many good quality papers have to be rejected. The good news is that since the publication of January 2014 issue of IJLTR where we cautioned our potential writers against plagiarism, we now receive very few papers with this problem. Indeed our rigorous and standard policy against plagiarism has been a green light for COPE to evaluate our application for membership positively and IJLTR is now formally a member of COPE (Committee on Publication Ethics). Furthermore, DOAJ had now been added to the list of our indexing databases and IJLTR is accessible via DOAJ database.

Like its predecessors, this issue of IJLTR features seven regular articles. The research papers have been authored by both national and international scholars and cover issues ranging from *discourse-analytic approaches to text difficulty* to *the relationship between multiple intelligences and learning self-efficacy* to *meta-discourse markers in research papers* to *classroom discipline and its link with student gain and motivation* to *English teachers' research engagement* to *using convergent/divergent writing tasks to promote motivation* to *the accessibility of various aspects of SL vocabulary*. We have decided to allocate more space to book reviews since we receive increasingly more requests by readers to do a review for IJLTR. Accordingly, this issue includes three book reviews on *language education and AL*, *assessment and testing* and *translingual practice*.

It is my utmost hope that you will find this collection of scholarly articles on various aspects of L2 learning and teaching interesting, and enjoyable to read. As a way of invitation, let me remind you that IJLTR has an open submission policy, awaiting your quality contributions for its future issues. I would also like to seize the opportunity here to thank all authors who considered IJLTR as an outlet for their publication (as well as those whose work we had to reject unfortunately). Without our editorial board members' and reviewers' generous support, no issue can be published on time and with acceptable quality. This achievement, we owe to our national and international board members, reviewers, and journal team (my co-editor, journal manager, style and language editors, and journal assistants). I also wish to extend my warmest wishes for a very happy and prosperous 2015 for all our international readers and authors.

**Karim Sadeghi**

**Editor in chief**

**20 December 2014**