

EDITORIAL

Dear IJLTR reader/member

September/October is associated with the start of schools and universities in many parts of the world and reminds us that education/research is a never-ending process despite the C-19 pandemic having affected the world and the education system. Our team in *IJLTR* have also worked non-stop to ensure that its issues are published on-time and as planned. 1st of October is the time *IJLTR* publishes its Special Issue. Before introducing the content of this Special Issue, I would like to share the happy news that, following our recent recognition as the only Iranian journal in Humanities indexed in Scopus with an SJR-Q1 ranking, in its first evaluation by Iranian Ministry of Science, Research and Technology (MSRT), *IJLTR* has received 'International' ranking. MSRT evaluates Iranian journals using some rigid quality criteria and ranks them as International, A, B, C and D, with International being the highest and D the lowest ranks. Congratulations to you all for being part of this evaluation process and for contributing to this gain!

I am also honoured to introduce the online publication of our 2020 Special Issue on *Discourse in Second Language Classrooms*. This year's Special Issue was guest-edited by Prof. Zia Tajeddin (Tarbiat Modares University) and Dr. Minoo Alemi (Islamic Azad University), to whom I would like to extend my sincere thanks for the time and energy they invested in reviewing and editing the papers published in this issue. I am also very thankful to the contributors who considered *IJLTR* as the venue for sharing their latest research findings. Like its predecessors, this Special Issue is also made of 7 research articles on the theme of classroom discourse. In addition to the guest editors' opening paper on functions and strategies of teachers' scaffolding, other papers come from the UK, the US, China, Thailand and Iran and survey important topics such as linguistic designs of teacher questions and student responses, classroom greetings, novice teachers' construction of identity, the use of L1 in primary English classes, peer-peer scaffolding in writing, and classroom discourse during C-19 pandemic. Further information on these works appears in guest editor's note at the end of the first paper. In addition to these research papers on the theme of the Special Issue, the issue also includes two book reviews and an interview as usual. The books are on *Autonomy, Agency and Identity in TEFL* and *Reflective Practice in ELT* and have been reviewed by Alireza Bonyadi and Teymour Rahmati, respectively. The interview features highlights of academic life and achievements by Prof. Claire Kramsch (University of Berkley, US).

I am also delighted to announce that IJLTR will continue to publish special issues in 2021 and 2022. The Special Issue in 2021 is devoted to *On-line Professional Development in TESOL*, and will be guest edited by Prof. Jack Richards (University of Sydney, Australia). 2022 Special Issue will mark the 10th anniversary of the publication of *IJLTR* (the guest-editors to be announced) and will be devoted to the latest developments in the field of TESOL/AL. To learn more about this issue as well as further information and deadlines for future Special Issues, you are only one click away from *IJLTR* website available at: <http://ijltr.urmia.ac.ir/>. I trust that you will find something of interest here and look forward to your continued support and future contributions.

Karim Sadeghi

Founding Editor-in-chief

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