EDITORIAL

Dear scholars

Dear researchers

Dear readers

This is the first and inaugural issue of *Iranian Journal of Language Teaching Research (IJLTR)*, a scientific, scholarly and peer-reviewed journal published semi-annually (in January and July) by the English Language Department of Urmia University, Iran. The Journal aims to contribute to the current body of knowledge in the area of second language education in general and ELT in particular by publishing quality position and research papers. To this end, the Journal editorial team and in particular its advisory board members (who are actively involved by either contributing articles or by reviewing manuscripts) feature distinguished scholars from around the world.

The Journal was formally approved by the Iranian Ministry of Culture and Islamic Guidance on 24th of July, 2012, and a publication permit was granted (License No: 91/12868). Following this approval, the Journal managing editor solicited editorial and advisory board members and invited top scholars in the field form Iran, the UK, the USA, Canada, Australia, Japan, the Netherlands, Germany, UAE, Hong Kong, etc. to join the team. Subsequent to membership of editorial and advisory board members, a journal website was set up and a formal call for papers was announced in *Linguistlist*. Attempts to index the Journal started at the same time and the Journal was registered in databases such as *Index Copernicus* and *Turkish Education Index* among others. As such, before the publication of its first volume, the Journal got indexed in 10 indexing/listing services and is in the process of being indexed by other databases such as *Index Islamicus, MLA, DOAJ*, etc. and plans have been made to get the

Journal indexed in *SCOPUS* and *Thomson Reuters (ISI)* after the publication of subsequent issues (For a list of the databases the Journal is currently indexed/listed in, visit the Journal homepage: www.urmia.ac.ir/ijltr).

After the announcement of the CFP in September 2012, the Journal office received ten regular papers by the end of November (from Iran, Brazil and Nigeria) as well as seven invited papers. Five of the regular papers were rejected after the internal screening and review process and five were sent out to external reviews. These latter papers were reviewed by international board members as well as editorial board members and external reviewers. While two papers are still under review, one of these papers was recommended for publication after necessary revisions and two papers were rejected by reviewers as inappropriate for publication. Based on these simple statistics, the paper acceptance rate for the Journal falls at less than 15 per cent.

The solicited papers have been authored by well-known figures in the field (form the UK, the USA, Canada, and Australia) and some of them have particularly been written with this Journal and its readership in mind. The first paper of the first issue of *IJLTR* has been penned by Michael Byram, who discusses many contexts within which language teaching and learning take place. The second paper has been authored by Stephen Krashen, in which he discusses whether language acquisition is more powerful than language learning in terms of vocabulary. In the next paper, Vivian Cook discusses the goals of language teaching form a multi-competence perspective. In the next paper, Claire Kramsch investigates the link between culture (and in particular the age-old Persian culture) and language learning within the framework of a multicultural and translingual competence. Reporting a case study in paper 5, Thomas Farrell explores the role of reflective practice in critically analyzing the incidents teachers encounter in their teaching contexts. Farzad Sharifian discusses L1 cultural conceptualizations in L2 learning with a focus on Persian sociolinguistics

in the next paper. The final invited paper by Karim Khaled and Hossein Nassaji examines the current body of research on L1 transfer in L2 writing.

In addition to research articles and position papers, the Journal also publishes scholarly reviews of recently published books on ELT, SLA and applied linguistics. The two book reviews for the first issue have been contributed by the editors of the Journal, that is my co-editor, Sima Modirkhameneh (and her Co-reviewer), and me myself.

My hope is that like our contributors, our readers will also be international. Further information on how you may contribute to a next issue can be found in the Submission Guidelines pages in this issue as well as in the Journal website. I hope you will enjoy, as I did, reading these great contributions, and I look forward to reading your scholarly papers too. I would finally like to take this opportunity to extend my gratitude to the Journal team (editorial members, international advisory members, the Journal co-editor, language editor, style editor, and editorial assistants) as well as external reviewers for this issue (Christine Coombe, John Read, John Liontas, Zia Tajeddin, Abbas Ali Rezaee, Mahmood Reza Atai, Sara Jalali, Mehdi Sarkhosh and Azadeh Nemati) for their care and support. Please share your ideas on any aspect of the Journal with the Journal team to improve its quality in future issues by sending your ideas to ijltreditor@gmail.com.

Karim Sadeghi

Editor in Chief

23 December 2012