

EDITORIAL

Dear IJLTR team/reader

Autumn is the time we publish a special issue. 2023 special issue of *IJLTR* is devoted to revisiting issues related to social (in)justice in technology-mediated language education (language learning, teaching and assessment). I am pleased to reach you towards the end of the year with the announcement of the publication of this special issue.

There are a couple of changes to journal internal team as well as its publication policies which I would also like to share with you. Following my retirement from Urmia University, the journal's executive manager, Dr Farah Ghaderi, has now been appointed as the new Director-in-Charge of the journal, and Dr Parviz Alavinia has replaced her as the journal internal/executive manager. I would like to take this opportunity to extend my sincere congratulations to them and wish them success in their new roles; it has always been a pleasure working with these colleagues and other team members and I hope they will continue to offer their fine service in the years to come, paving way to the journal's further achievements.

Another development is a slight change to our publication time-scale. While we have so far published all our previous issues on the first day of the first month of Autumn, Winter, and Summer, beginning with this special issue, we will aim to publish our issues during the same seasons (rather than the first days of the those seasons). This is meant to provide us with ample time to prepare our issues for publication, given that the journal is run by a tiny team of dedicated colleagues who offer their time and every support they can on a voluntary basis and almost at no cost to the journal. Such efforts are priceless, esp. since *IJLTR* does not charge its authors any review and publication fees unlike almost all quality Open Access journals. I am very proud of my team and look forward to breaking further records with their and your endless support.

Following the new policy outlined above, special issues will henceforth be published during the Autumn rather than sharp on the first day of Autumn, hence the publication of this year's special issue in December rather than on 1st October. This special issue touches on a very important but neglected aspect of technology-assisted second language education: Social (in)justice. Undoubtedly technology has brought uncountable affordances to language education; and esp. at the time of the COVID-19 pandemic, it was a savior of language education. The papers in this special issue seek to raise awareness on whether and how technology has contributed to or detracted from fairness and social justice in the field of language learning, teaching and assessment.

More specifically, in paper 1, Wang and Stockwell offer a framework to evaluate social justice in technology-mediated language education by breaking social justice into components such as equity and equality. In the second paper, Alm and Watanabe explore the implications of using ChatGPT in language education through the lens of Paulo Freire's critical pedagogy. Rahmati and Nushi in paper 3 use duoethnography to explore teachers' beliefs, knowledge and practices about social justice and fairness in CALL contexts. Paper 5 by Bannister and his colleagues takes advantage of an exploratory Delphi study to explore academic integrity in English Medium Instruction assessment in the context of Generative Artificial Intelligence by taking account of implications for social justice. And finally, Pourbahram and Sadeghi report the findings of a

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systematic review of studies conducted in the context of CALL by exploring the publication trend, research methods/tools employed as well as key themes addressed in relation to social (in)justice. The book review by Ali Momeni introduces and evaluates a volume titled *Language Testing and Assessment: A Compressive Guide*.

Given the current world crises and wars demolishing whatever trace of justice imaginable, I hope we educators will still put social justice and humanity first and continue to explore issues relevant to justice and equity not only in L2 education but in other spheres of life as far as a link can be made between life and language education. *IJLTR*'s 2024 special issue will be devoted to Emotions in the Language Classroom, to be guest-edited by Dr Ali Derakhshan (Golestan University) and Prof Lawrence Zhang (The University of Auckland). More information about the special issue, the major theme and sub-themes as well as preferred research methods can be found at <https://ijltr.urmia.ac.ir/journal/about>. Potential contributors are invited to make a submission before the end of April 2024.

Karim Sadeghi

Founding Editor-in-Chief

14 December 2023