

EDITORIAL

Dear IJLTR team/reader/contributor

Summer 2026 is already in its full swing and has brought with it a brand-new issue of *IJLTR*. I am pleased to announce the publication of our July 2026 issue, which showcases research and review studies on key issues in our field from various contexts. Despite a full-scale US-Israeli war on Iran in March and April and recent non-stop nightly strikes on Iranians at a time that was expected to be a ceasefire, we have survived and are actively promoting our cause for peace and solidarity through academic endeavours. Alas, our website has been down for several months and is still affected by internet and power cuts, and this has affected our visibility to the world outside Iran, affecting submissions, readership, sustainability and competition in the academic world.

Despite all these adversaries, and thanks to the support we have received from both local and international academic community, *IJLTR* has continued to flourish and attract attention, as evidenced by recent metrics by Scopus and Clarivate Analytics (which announced their most recent journal rankings in May/June 2026). Based on the last report by Elsevier/Scopus, the journal's CiteScore has decreased slightly from 4.6 in 2025 to 3.7 in 2026, ranking *IJLTR* 109 out of 1127 journals in *Language and Linguistics* category. Considering the fact that *IJLTR* was not visible/accessible for 3+ months in 2026 and that its SciMago SJR score has even slightly increased from 0.57 in 2025 to 0.58 in 2026, this is again a proud attainment for a local journal run with no resources in a sanctioned and war-stricken country, still placing us among top 10% Scopus-indexed journals. According to Clarivate Analytics, *IJLTR* has experienced a substantial boost in its metrics, increasing its JIF from 1.4 in 2024 to 2.3 in 2025. In addition to maintaining its status as a Q2 journal in *Education and Educational Research* category, *IJLTR* has ranked 200 (out of 760), making it a top 27 percent journal. Such achievements at a time when we have had to save our lives, defend our territory and earn for a living are strong testimonies of the journal team's aspirations to be promote peace through academic enterprise; all this can happen only through your continued support and encouragement. Thank you again for being a part of *IJLTR*!

This issue of *IJLTR* contains seven theoretical and applied research articles related to various aspects of language learning and teaching, penned by both seasoned and junior scholars working in Iran, Australia, Türkiye, Vietnam, Hungary, China, Thailand, UK and Oman. Arguing that contemporary ELT should be conceptualised within recent developments (such as AI and CALL) as to how language learning takes place, Richards and Lin propose that the future of ELT should focus on capacity-building in teachers to design, mediate and evaluate human-AI learning ecologies. Sadeghi and Pourbahram, in the second paper, investigate the interface between motivation and migration among transnational language teachers working in Türkiye, identifying the interplay between intrinsic, socio-contextual and temporal influencers in shaping migrant teachers' decisions to move to and work in Türkiye. Nguyen and Nguyen, in the next paper, investigate in a case study the perceptions and strategies of integrating moral values into EFL classrooms in Vietnamese high schools. Wiboolyasarin and colleagues, in paper four, using a Q methodology, report how 40 Chinese students learning Thai as a foreign language interpret and engage with AI-mediated feedback. In the next paper, using the Performance System of the Language Alignment Model, Wallace and his co-researchers examine the effects of task conditions (repeated input, vocabulary

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pre-teaching, combination, repeated input and vocabulary pre-teaching, and listen-once) on L2 listening comprehension among 77 Chinese high school EFL learners. In paper 6, using a mixed-methods study, Mohammadpour Yaghini and Modirghamene investigate the effect of digital storytelling on receptive and productive vocabulary knowledge development of 125 Iranian students; and the last paper by Sepideh Arab, focusing on a systematic review of eye-tracking studies, reports on how cognitive and visual reading processes in Persian and Arabic as L1 affect English L2 reading process and comprehension.

I trust you will find this issue an enjoyable read and plan for your own quality contribution to one of our future regular or special issues. Our next Special Issue (to be guest edited by Dr Fan Gabriel Fang, Dr Anas Hajar and Dr Vincent Greenier) will be published in Autumn 2026. While submissions to this SI is closed, submissions to our 2027 SI on *Art-based Autoethnography in Language Teaching Research* to be edited by Dr Ufuk Keles, Dr Gloria Park and Dr Bedrettin Yazan is still open. For more information, please visit the journal website.

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