

## **EDITORIAL**

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### **Dear readers**

I am pleased to announce the publication of a brand new issue of IJLTR. July 2014 issue of the Journal finds its way to publication on time and as planned, like our previous issues. The good news is that we are now indexed in MAGIRAN ([www.magiran.com](http://www.magiran.com)) -- in addition to our previous indexes by MLA, ISC, IC, Index Islamicus, Turkish Education Index, etc. -- and receive fewer submissions (but of higher quality) than we used to in the past. It is quite relieving to learn that the Editorial in our October 2013 issue (co-authored by editors of IJLTR, LTR, and System) is having its influence in that we receive very few submissions with plagiarism problems now. The Journal keeps its review and publication standards very high, and after submitted papers pass the initial screening process for topic appropriateness and plagiarism, they are sent out for two and sometimes three external reviews, based on which some further reviews may also be commissioned. The revised papers are then reviewed once more by three members of the Journal team for content, language and style problems, and are proofread by the editor and his assistants once again before they finally appear in their current format in the Journal. This rigorous review process ensures that the Journal team are doing their best to keep to highest review and publication standards possible, which has contributed to the quality submissions we receive from Iran and abroad.

In the current issue of IJLTR, like its previous issues, there are seven papers of varying interest to our readers, and two book reviews. In the first paper, Dan Douglas discusses assessment problems in international aviation and offers suggestions for improving English assessment and training. In the second paper, Zohreh Seifoori looks at the relationship between discipline and gender in ESP students' metacognitive strategy use; and then Nasser Rashidi and his colleagues report the findings of a study on discursive demotivation construction of four EFL learners in the following paper. In the next paper, Aram Reza Sadeghi Bennis and Vahid Edalati Bazzaz report the findings of an experiment on the effect of pushed output on EFL learners' speaking fluency and accuracy; and in the following article, Afsar Rouhi and his co-researchers look at the effect of pre-viewing questions, input repetition and topic preparation on listening performance. In paper six, Mahsa Ghanbarpour shares with the readers the findings of a study on the role of instrumental and integrative motivation as predictors of willingness to communicate; and Roya Akbarzadeh and her co-workers examine the role of oral corrective feedback in writing development in the final regular article. The reviewed books are also related to issues of importance for and interest to L2 researchers and practitioners: 'Narrative Inquiry in ELT' and 'Second Language Writing in Secondary Classrooms'.

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It is my hope, as usual, that you will find reading this collection of articles as enjoyable as watching Brazil World Cup football matches (maybe you are just following one by your favourite teams)! Enjoy both, and plan for your own contribution to one of our future issues.

**Karim Sadeghi**

**Editor in Chief**

**20 June 2014**