

EDITORIAL

Dear IJLTR reader

Happy New Year!

2020, as the worst ever year during the last century, has now thankfully come to an end. The world is still in turmoil and experiencing numerous challenges and changes brought about by the C-19 pandemic. There is almost none of us whose life, personal and professional, has not been impacted negatively in one way or another as a result of the worldwide epidemic. Let's pray for 2021 to be a year we have wished to have, and for us all and our loved ones to be bestowed with health, prosperity and happiness. Amen!

Despite all social, personal and academic hardships we went through last year, 2020 proved to be a blessing in disguise for *IJLTR*. Our journal gained its most significant achievements ever in that year. Following *IJLTR*'s promotion to a Scopus/Scimago SJR Q1 journal in June (making *IJLTR* as the first and the only Iranian journal in Humanities/Social Sciences with such a ranking), and also being ranked as 'International' by the Iranian Ministry of Science, Research and Technology (MSRT) in September, for the third time in the same year, *IJLTR* shone again by being selected by MSRT in December as Iranian 'Top Journal' in Humanities and Social Sciences. This is another turning point in the young history of *IJLTR* and I am very pleased and proud to share this seminal achievement with our members, readers and contributors. Without a single doubt, behind these success stories lie a dedicated and diligent journal team, whom I cannot thank enough, as well as a specialist board, expert reviewers, intelligent contributors, and motivated and supportive readers. The honour is all yours; thank you all for being part of this venture and contributing to these recognitions!

The first issue of 2021, like all our previous issues, is published as scheduled, 1st of January. There is one minor change in our publishing programme. To respond to and appreciate the increased interest in getting published with us and to reduce the waiting time for the long queue of accepted papers, we have decided to add one more publication space to our issues, which has at the same time meant that we have had to stop publishing interviews. In other words, from now onwards, *IJLTR* will publish 8 instead of 7 full-length papers that we started with, as well as two book reviews which have been the norm. The papers for the current issue come from Canada, Australia, Singapore, China, Indonesia and Iran and cover various significant issues in SLA and language teaching.

In the first paper, Cheung and her colleagues investigate teaching writing at a primary school in Singapore from a socio-cultural perspective, followed by Chen and Liu in paper 2 surveying Chinese teachers' perspectives on corrective feedback. In paper 3, Lotfipoursaedi argues for 'focus-on-form' mediation in SLA classrooms to be 'textuality' rather than 'grammaticality' oriented; and in the following paper Bozorgian and Yazdani compare feedback techniques of direct correction and metalinguistic explanation in the context of writing. Agheshteh and Mehrpour in paper 5 investigate power dynamics, teacher autonomy and supervisor authority in teacher supervision classes; and Kalantarypour and Modirkhamene apply a structural equation approach to modelling teachers' management and coping strategies in paper 6. Paper 7 by Salahshour and Esmacili is a case study of burnout of an Iranian English teacher; followed by Mauludin's study of the most and least motivating teaching strategies of an ESP context in

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Indonesia. The book reviews provide a descriptive and evaluative account of *Data collection research methods in applied linguistics*, and *Cambridge handbook of intercultural communication* (reviewed by Salehi and Gholampour; and Abolfazli, respectively).

I trust the collection will offer something of an interest for readers as well as providing some food for thought for those planning to contribute to a future issue of *IJLTR*. Inviting you to fill some of your New Year holiday time browsing the current issue, I am also extending a call for papers for our future Special Issues. The deadline for our next Special Issue on *Online Professional Development in TESOL* (to be edited by Jack Richards, and to be published in October 2021) is approaching very fast. Our 2022 special Issue will be guest-edited by Micheal Byram and Petra Rauschert, and is devoted to *Language Teaching, Education for Democracy and Cross-curricular Connection*. More on these as well as guidelines on how and when to submit can be found at journal website: ijltr.urmia.ac.ir. With this, I wish you peace in 2021.

Karim Sadeghi

Founding Editor in Chief

30 December 2020