

## **EDITORIAL**

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### **Dear IJLTR team/reader**

I trust you have started a wonderful 2024 and have either embarked on a fruitful new semester or are preparing to do so. As you may remember from our previous issue's *Editorial*, IJLTR's first issue each year will now be published in Winter (January-March), rather than sharp on 1<sup>st</sup> January as has been our practice since our inception. This small change in publication plan is meant to allow our small but dedicated team to do things with greater care, to go through the publication process more smoothly, and to work under less pressure. I am very pleased to announce that our Winter 2024 issue is already online, way before the end of Winter. My sincere thanks to all involved: authors, reviewers, editorial team members, the journal internal staff, and of course *you* readers for whom all our services are.

Although our journal carries the word 'Iranian' in its title to mark its origin and brand, we are both very proud and delighted to be well received internationally as shown by submissions we receive from almost all corners of the world as well as by our growing visibility as measured through Scopus CiteScore and other metrics. An ongoing increase from a CiteScore of 2.9 in May 2023 to 3.7 in February 2024 is a significant gain and a gesture that our journal is trusted by researchers in the field and used frequently as a point of reference. The current issue of IJLTR has, for instance, contributions from scholars working in Iran, Vietnam, Australia, Indonesia, UAE, Thailand, United Kingdom and China. The geographical distribution and the quality of the published materials attest to the distinct work our journal had made it committed to promote as one of its founding principles. Thank you all for being part of this joint product of honour.

Following our regular practice, this issue of IJLTR is packed with 8 research articles as well as two book reviews. More specifically, in paper 1, Hoang and Storch offer two case studies evaluating how *Criterion* automated corrective feedback tool is used to help EFL learners to process writing; and in paper 2, Derakhshan and his Iranian and Indonesian co-researchers report a study offering a model for the interplay between apprehension, resilience, organisational mattering and psychological well-being among Iranian and Indonesian EFL teachers. Wiboolyasarin and Jinowat in paper 3 share the findings of study on young learners' bilingual education in a Thai context and offer advice for designing Apps to be used in dual language learning contexts; and in paper 4, Bozorgian and his colleagues conceptually replicate Kemp's (2010) study on motivating autonomous learning in the context of listening skill. Velasco in paper 6 takes a corpus approach to analysing in-service EFL teachers' reflective practices; and Rababah and his colleagues use metadiscourse analysis to promote engagement and effectiveness in EFL virtual classrooms. The final two papers explore EFL teachers in Iranian and Chinese contexts. Sarkhosh and Alinasab study the link between job satisfaction and trust among a cohort of teachers in Iranian private language schools; and Feng looks at identity tensions among early career academics through the lens of identity-in-discourse framework. Collectively, the research papers in this issue offer illuminating insights on the learning and teaching trajectories of language learners and teachers at various levels and contexts and broaden our understanding of what happens behind the scenes as learners struggle to learn and teachers endeavor to facilitate the process. The two book reviews by Maryam Soleimani (of *Conducting Genre Based Research in Applied Linguistics: A Methodological Guide*), and by Adib Alfalah and Sri Dewi Priwanti Siregar (of *Language Sensitive Teaching and learning: A Resource Book for Teachers and Teacher Educators*) offer further insights on the reviewed areas.

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I hope you will find something of interest and relevance to your context as you browse the current issue. As I look forward to your consecutive feedback on the way forward as well as your original, quality submissions, I would like to remind you of our 2024 special issue which is devoted to *Emotions in the Language Classroom*, and which will be guest-edited by Dr Ali Derakhshan and Prof Lawrence Zhang. The submission for this Special Issue is open until the end of April 2024; and submissions for regular issues are open all the year round.

**Karim Sadeghi**

**Founding Editor-in-Chief**

**Dhofar University, Oman**

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