

EDITORIAL

Dear *IJLTR* team/reader/contributor

It is great to catch up with you again at the end of June, the time our July issue has gone live since we started publishing. After more than two years of severe global restrictions due to the COVID-19 pandemic, upcoming months and years will hopefully promise a healthier life, and I trust all of you will have brighter days to enjoy ahead of you, especially now that the academic year is coming to a close in many places and many of you are preparing for your summer holiday. The dedicated *IJLTR* team will however make sure that still another brand new issue will be ready to read when you return from your summer vacation. It is in light of this never-ending support from the team, board members, contributors, reviewers and even our critics that *IJLTR* is flourishing day by day and continues to grow from strength to strength. It gives me immense pleasure to report our new landmarks each June.

In May and June 2022, SCImago and Scopus/Elsevier announced their new journal metrics and *IJLTR* has experienced significant leaps in both indexing systems. In SCImago's ranking system, *IJLTR* has improved its ranking from 256/1150 in 2020 to 161/1103 in 2021 (moving up 95 places), improving its SJR from 0.33 to 0.56. In Scopus/Elsevier database, *IJLTR*'s CiteScore has almost doubled from 1.2 in 2020 to 2.3 in 2021. These metrics mean that for the first time in its less-than-a-decade history, *IJLTR* has entered the list of Scopus/SCImago TOP 15 percent journals in Linguistics and Language category, gaining an enviable position which has been out of reach for journals in the Middle East within its category. (For more on the success story behind *IJLTR*'s landmark national and international achievements, see Sadeghi & Ghaderi, 2022). I am thrilled to share this moment of honour, pride and happiness with you, all whose contributions to OUR journal cannot be measured and appreciated!

This July 2022 issue of *IJLTR*, like its predecessors, comes with both empirical and conceptual articles on different topics of interest to TESOLers/Applied Linguists. The contributions come from four continents of the world (Asia, Africa, Europe and the United States) and countries like Iran, Turkey, USA, Japan, and Mali. The opening paper by John Liantas introduces the power of games in language education, and the next paper by Koné explores how to generate absorption in language assessment within the framework of a Directed Motivational Currents approach. Bagherkazemi and Harati-Asl then compare cognitive and interpersonal tasks in the development of interlanguage pragmatics in paper 3, followed by Fathali and her colleagues' comparison between Iran and Japan in terms of ICT beyond the classroom in paper 4. Farhady and Selcuk in the next paper examine Turkish EFL instructors' practices of diagnostic assessment, and then Norouz Kermanshahi and Pishghadam report a study on Iranian EFL teachers' willingness to receive feedback (what they call feedbackability) and its role in teacher burnout. Mardian and Nafissi take a sociocultural approach to examining the role of synchronous computerised feedback on developing grammatical knowledge before the final paper by Ahmadi and her co-workers on teachers' practices for learners with physical disabilities. The two book reviews by Abuemira and Zargazadeh focus on teaching collocations, and teaching literature (using dialogic argumentations), respectively.

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It is my sincere hope that our picks for this issue will be welcomed by a range of readers with diverse interest areas. Please do keep supporting us by contributing your best research outputs as well as sending us suggestions on areas we can develop further. Our next issue as usual is a guest-edited Special Issue by Michael Byram and Petra Rauschert on *Language Teaching, Education for Democracy and Cross Curricular Connections*. To learn more about this, and more, you are only a click away from our website: ijltr.urmia.ac.ir. Stay tuned!

Karim Sadeghi

Founding editor-in-chief

30 June 2022

Reference

Sadeghi, K., & Ghaderi, F. (2022). From birth to maturity: Reflections on editors' experiences and challenges in founding, managing and promoting *Iranian Journal of Language Teaching Research*. In P. Habibie and A. K. Hultgren (Eds.), *The inner world of gatekeeping in scholarly publication*. Palgrave McMillan.