

EDITORIAL

Dear *IJLTR* reader

Happy 2020! I am very pleased to reach you on the first day of the New Year, extending my heartfelt best wishes for the year ahead and announcing the publication of our new issue. For the last eight years since our inception, we have successfully managed to publish the journal issues on exactly the first day of January, July and October each year; and this timeliness, which we owe to our dedicated journal team, is a great achievement to be proud of. In the words of one of our International Editorial Board members, "I think the world calendars should be synchronized with the publication of *IJLTR*, rather than the other way round." Similar reflections by our friends are golden evaluative notes to remember and to take pride in, and are of course motivating nudges for us to keep moving forward steadily. Similar success stories and signs of recognition are without doubt attributable to journal board members, reviewers and contributors whom I feel obliged to express my gratitude to for their everlasting support. Thank you all!

To follow the pattern we set in our first issue, the current issue comes with seven research papers written by both Iranian and international scholars on various aspects of second language education as well as two book reviews and an interview. In the first paper, Ali Malmir and Ali Derakshan report a research study on the pragmatic comprehension (as opposed to pragmatic production) strategies of Iranian male versus female EFL students. The next paper comes from a Chinese context, where Wang Lan and Ricky Lam investigated an EFL teacher's stated beliefs and observed classroom practices in teaching a speaking course called Topical Debates. The effect of teachers' scaffolding and peers' collaborative dialogue on speech act production of requests, apologies and refusals in symmetric versus asymmetric groups is taken up in the next paper by Zahra Fakher Ajabshir and Fatemeh Panahifar, followed by a study on how assessment is perceived by EFL students at a Turkish context by Ali Isik in paper 4. In paper 5, Fazilatfar and his colleagues' study compare the effect of planning time (0-10-20 min) and task conditions (topic, topic + idea, topic + idea + macrostructure) on the production of writing in terms of CAF; and Chen reports a study on the online English information searching strategies of Taiwanese university students in paper 6. The final research paper, by Ghanizadeh and her colleagues, is devoted to discovering the link between error treatment, motivation, language achievement, and cognitive, behavioural and emotional engagement. The first book reviewed by Pirooz and Akbarian is Porte and McManus's *Doing Replication Research in Applied Linguistics*, and the second book, reviewed by Mohammad Salehi is by Joan Kelly Hall, titled, *Essentials of SLA for L2 Teachers: A Transdisciplinary Framework*. The final item of the issue is an interview with the President of *AiLLA*, Daniel Perrin, who reflects on his academic life as well as talking about highlights of *AiLLA* and the field.

Hoping that you have enjoyed your New Year holidays and started a very prosperous year, I invite you to browse the issue and other journal pages (all available online at ijltr.urmia.ac.ir) and plan a future submission to it. Let me remind you that our 2020 Special Issue is devoted to *Classroom Discourse* and will be guest-edited by Prof. Zia Tajeddin (Tarbiat Modarres University) and Dr. Minoos Alemi (Islamic Azad University), with the submission deadline being 1st of March.

Karim Sadeghi

Founding Editor in Chief

New Year's Eve