

EDITORIAL

Dear *IJLTR* reader

Alas, 2020 has so far not been a happy year at all that it promised to be. Not soon after the start of the year, did the world experience the worst-ever pandemic of our age (Covid-19) hitting around 10 million people worldwide and claiming thousands of lives. While this incident has led to a new world order, it is at the same time a gesture that we need to value morality more and consider how weak human beings are in the wake of a new disaster, and that death and the other world are much closer to us than we have imagined. Lets' pray for God to help overcome the disease and work together for a more peaceful world. It is also very saddening and hard to accept the shocking loss of one of our young and vibrant board members, Professor Farzad Sharifian of Monash University, who was a pioneering international figure in Cultural Linguistics. May his soul rest in peace!

Apart from these sad events, 2020 was a fruitful year for *IJLTR*. A few days ago, Scimago and Scopus announced their most recent journal metrics (for 2019) and I am very pleased to announce that in both metrics, *IJLTR* has continued shining. As for Scimago, we have achieved a Q1 status, with an improved SJR of 0.341. In Scopus rankings, our CiteScore has almost doubled jumping from 0.94 in 2018 to 1.7 in 2019. Our journal ranking has also improved considerably, earning us a ranking of 129 out of 830 journals indexed in Scopus under Linguistics and Language category (84th percentile). These achievements are surely the outcome of the continued support of all editorial members, contributors, reviewers, readers and journal staff. Warmest congratulations and thank you all!

Like its predecessors, the current issue includes seven national and international research papers on issues of importance to second language education and applied linguistics as well as two book reviews and an interview. In the first paper, Andrew Gill and Daniel Hopper report a study on reflective practice in a Japanese context where they investigate the potential of integrating conversational analysis and dialogic reflection. Sánchez Ramos in the next paper explores the application of a Corpus Management Tool (CMT) to teach medical English in a Spanish context, followed by a research study on the effect of longitudinal teacher feedback on CAF, content, and organization in writing in an EFL context written by Rastgou, Storch and Knoth in the third paper. Fatemeh Sadeghi and her colleagues in the next paper use a constructivist grounded theory to examine Iranian EFL teachers' and learners' perceptions of the principles of critical thinking. In a case study in paper five, Thomas Farrell and his co-author delve into teaching principles of a TESOL teacher in Canada, analyzing the match between her practice and the principles in a reflective practice framework proposed by the first author. The relationship between vocabulary size and depth of Iranian EFL learners at different language proficiency levels is investigated by Enayat and his co-author in paper six; and the last research paper by Seifoori looks at negotiated strategic awareness-rising at postgraduate level in the context of a reading course. The first book reviewed by Soleimani and Sadeghi is titled *English Language Teacher Education: A Sociocultural Perspective on Preservice Teachers' Learning in the Professional Experience*; and the second book reviewed by Mohebbi is the third edition of Schmitt and Rodgers' *An Introduction to Applied Linguistics*. The interview in this issue of *IJLTR* is with another leading and highly cited researcher in the field of Applied Linguistics, who is the co-editor of the journal with the same title as the field. In the interview, Anna Mauranen shares with us highlights of her academic and professional life as well as offering advice on writing for publication in top-tire journals.

Hoping that you will have a relaxing and healthy summer ahead I invite you to browse the current issue and other journal pages (all available online at ijltr.urmia.ac.ir) and plan a future submission to our mainstream or special issues. Our next issue will be a special issue on *Classroom Discourse*, to go online in October 2020. Do watch out for news on next year's special issue which will be guest-edited by Prof. Jack Richards.

Karim Sadeghi

Founding Editor in Chief

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