

Notes From The Editor

Our journal just turned 9; this would have never been possible had it not been for the consistent support from its advisors, reviewers, readers, authors, and editorial board members. Thanks to you all for always being there for IJELS.

Our first issue in this volume is different for two reasons; firstly, because of the seminal contribution from Martin Cortazzi and Lixian Jin on metaphorical conceptualizations of language which, as you will agree, has significant implications for practice and research in the area of education and literacy. This is the first featured article we are publishing in IJELS; we hope more distinguished researchers will accept our invitations so we can publish more featured articles in the future. The second reason why this issue is different is this note itself that we have decided to add to the beginning of each issue due to the demand from some of our readers, and I believe is a very good idea as it adds to the interactive tone of the journal.

For the past few issues, we have limited the scope of the journal to articles that are limited only to the area of literacy, a decision that we made following the recommendation from the Scopus evaluation committee. This meant that we had to reject 70% of the submissions right at the preview stage. I apologize to those authors here and hope to receive other manuscripts from them in the future related to literacy studies.

In this issue, as always, we are publishing articles from different parts of the world, including, Turkey, USA, UK, China, Kenya, Saudi Arabia, Indonesia, Greece, and Ethiopia. The readers will find the topics of the articles published in this issue very colorful. Here are the topics in the sequence they appear in this issue: metaphors and literacy, instructional materials at community resource centers, learners with multiple disabilities, using museums in Social Studies lessons, teachers' awareness of their civil and professional rights, university students' comprehension of instructional design concepts and ICT literacy, education during Covid-19 Pandemic, assessment literacy, financial literacy, literacy disparity across Africa, local literacy, polyphonic critical literacy practices, an online platform for youth literature, student-centered activities in second language learning, inclusive education, perceived physical literacy, multicultural education, and finally, flipperentiated learning in a Biology class. One last time, on behalf of the journal board members, I'd like to thank all the contributors in this issue. Our readers will definitely find every one of these articles useful and engaging.

Enjoy reading!

Vahid Nimehchisalem

Editor-in-chief

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