

## Notes From The Editor

Thanks to our international authors, readers, reviewers, and editorial board members, our July 2021 issue is now released.

The pandemic has been on-going stimulating many researchers to conduct more studies related to digital literacy and e-learning. We have had an increasing number of submissions related to online learning. The current issue presents engaging topics related to education and literacy studies from diverse locations from all around the world. The topics of our articles in this issue are related to different areas including motivation, listening skills, E-mail literacy, young learners' literacy, literacy as women's empowerment tool, learning environment, digital storytelling, bilingualism and writing skills, synchronous distance education, paradigm shifts in literacy theories, social studies instruction, music e-learning, creative expression technique, persuasive communication instruction, 21<sup>st</sup> century learner skills, historical literacy, and technological pedagogical content knowledge.

Our featured article in this issue, as promised, reports the results of our recent study at the IJELS Editorial Office on the common reasons for manuscript rejection. We hope that our future contributors will find this article helpful in improving the quality of their submissions, and as a result, we will have fewer rejections in our future issues.

The issue concludes with an interesting interview with Anabel Negrín, a librarian of El Parnaso, Uruguay. Special thanks to Patrick Lo and Bradley Allard for conducting this interview and sharing it with us. I enjoyed reading every line of it and am sure our readers will find it truly inspiring. I hope one day soon, we can schedule a virtual visit to Anabel's library for our readers, authors, reviewers, and editors. Such a visit can initiate interesting international literacy research projects. I use this opportunity and invite more colleagues to contribute similar interviews to our future issues.

We were unfortunate that we could not finalize the review of *Decolonizing Transcultural Teacher Education through Participatory Action Research Dialogue, Culture, and Identity*, a book authored by Jean Kirshner and George Kamberelis. We expect that the review will be ready for release in our October 2021 issue alongside the reviews of two other books, Patrick LO's two-volume set, titled *Literacy and Reading Programmes for Children and Young People: Case Studies from Around the Globe*, and Kristien Hens' book, titled *Towards an Ethics of Autism: A Philosophical Exploration*.

As always, on behalf of the journal board members, I express my thanks to our contributors of the current issue and hope that our readers will enjoy reading every single contribution in our July issue.

Happy reading!

Vahid Nimehchisalem

*Editor-in-chief*

*International Journal of Education and Literacy Studies*

IJELS Editorial Office

Melbourne, VIC, Australia