



Editorial

Karim Sadeghi

Dear *RiLE* reader

Happy New Year!

It was exactly one year ago, in January 2020, that I was contacted by the Director of the Institute of Education at Van Yuzuncu Yil University, Prof. Fuat Tanhan, and was asked whether I could help them establish a journal like the one I manage for Urmia University, *Iranian Journal of Language Teaching Research*. I was pleased at the offer as founding and managing a journal from scratch and promoting it to a Scopus-SJR Q1 ranking in less than seven years was what my team and I were most proud of. We had a few follow-up sessions with each other with the Vice-Rector of the University (Prof. Murat Kayri) who conveyed to us the Rector's (Prof. Hamdullah Sevli) happiness and agreement with this venture. I was offered the responsibility as the Editor-in-Chief to oversee the founding process, at which stage I received great administrative support from Dr Celal Aslan, as the Deputy Head of the Institute. Thank you all for this opportunity!

As the Editor-in-Chief, I was given the full responsibility to develop a title for the journal, to prepare aims and scope, to purchase a journal management system, to write content for journal pages, to draw up the list of editors and almost anything else that was involved in founding a new journal. I proposed several titles, and the management was happier with the current title: *Research in Language and Education: An International Journal [RiLE]*. The journal is meant to be international in scale and focuses on language issues as far as they are related to education, and educational issues to the extent that they involve language. I started contacting established and distinguished scholars from around the world to join us in this project, and I was honoured when almost all (except for a few cases) of the invited scholars accepted my invitation to sit on the board of a to-be-established journal. I am also very appreciative that many of these top names agreed with my invitation to contribute a paper to *RiLE*'s inaugural issue, which was being planned for February 2021. Indeed all papers in this first issue of the journal (details next) are invited works by some of the most eminent figures in the field of language/linguistics and education, the intersection of which is the interest followed in *RiLE*, as nicely depicted by Prof. David Crystal in the first paper and Prof. Bernard Spolsky in the second paper in this issue. The journal website was formally launched in August 2020; and our first issue is thankfully published online ahead of the planned time in mid-January. For all this to happen as scheduled, the care by contributors in delivering their manuscripts on time as well as the dedication of the journal support team and in-house assistant editors is appreciable indeed. Next, I would like to briefly introduce the seminal papers making this collection.

In the first paper, innovatively titled *Language @ Education*, David Crystal looks at the various ways linguistics can inform the study of language in educational settings by looking at its role in teacher training, the grading of linguistic information and so on. In a paper with the same title as the field it introduces, Bernard Spolsky surveys the history of Educational Linguistics in paper 2. The paper provides an excellent account of past trends and new developments in a field that comes at the intersection of linguistics and language education (formal and informal). In the next paper, two Michaels from Durham University (Byram and Fleming) introduce origins, principles and recommendations of Council of Europe's platform of resources and references for plurilingual and intercultural education within the CEFRL, a platform created for teachers and other professionals in language education. In a paper which the author claims has been the paper he has enjoyed writing the most (from among hundreds of papers he has written), Stephen Krashen in paper 4 reveals seven secrets of writing. Since these are

secrets, I refrain from giving more information here! In *Language Education and Beyond*, Daniel Perrin provides a nice account of the history of transdisciplinarity in applied linguistics in paper 5. The concept of transdisciplinarity is compared with interdisciplinarity, and discussed at three levels: crossing boundaries between disciplines, domains, and professions. Singleton and Lesniewska look at the relationship between grammar and lexicon in their paper on *Phraseology: Where Lexicon and Syntax Conjoin* in paper 6. By thoroughly reviewing the literature, relevant theory and empirical studies, they find that SLA pays more attention to lexis and argue that the ignored link between lexis and grammar should be revived, as language use is considerably formulaic. In paper 7, Thomas Farrell takes his favourite topic of reflective practice and discusses how reflective teaching can be promoted at institutional or school level both top-down and from the bottom (through the actual engagement of teachers in collaborative activities like action research, lesson study, observations and the like). In the final paper of this issue, Dongbo Zhang and his colleagues study Self and Peer Assessment in the Chinese K-12 classrooms within the educational context of the USA. Using a qualitative approach and interviews, they study perceptions and practices of Chinese teachers in America toward these alternative assessment procedures.

Put together, the papers appearing in this inaugural issue of *RiLE* set the scene for the types of papers we desire to publish in our future issues. Collectively, the papers nicely draw the line for future contributors to submit works on language education, educational linguistics, language at education, and various topics that fall within the aims and scope of the journal. Inviting you to plan a submission to one of the future issues of *RiLE*, I encourage you to browse the journal pages to both learn more about the published articles and to further familiarise yourself with the issues that are of particular interest for inclusion. All this can be found at: rile.yyu.edu.tr.

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Editor-in-Chief

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