

## **EDITORIAL**

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### **Dear IJLTR reader/contributor/member**

With the start of the school season here in Iran and many other parts of the world, I am delighted to reach you announcing the publication of our most recent issue. The October 2019 issue of IJLTR, as with all our October issues, is a special issue devoted to the important topic of Reflective Practice in TESOL. The issue has been guest-edited by Prof. Thomas Farrell from Brock University (Canada), and similar to all our regular issues, includes seven papers, two book reviews and an interview with a well-known personality in the field of teacher education. Before providing further details on the content of the issue, I would like to share with you a brief report of the submissions we had received via journal online system since we started accepting online submissions some 22 months ago. IJLTR has received 650+ online submissions during this period, which means an average of one submission per day, not counting a small number of submissions we have received via email. Of these submissions, only around 40 have been either published or accepted for publication. This means that the acceptance rate for IJLTR has been around 6 percent (rejection rate = 94 percent). Given the limited space available for publication, and the fierce competition, especially among Iranian scholars to get published in IJLTR, we invite potential contributors to make an informed decision on whether to submit to IJLTR or not to avoid unnecessary waiting time and disappointment as a result of rejection. On the other hand, this low acceptance rate is at the same time a proof for the quality our editors, reviewers and contributors are after, and we are all proud of this.

As with its predecessors, this special issue of IJLTR is packed with both status and research articles on the topic of Reflective Practice in TESOL. In the first paper, the guest editor, Thomas Farrell, introduces the concept of Reflective Practice (RP) by looking back at two of the giants of the RP movement (John Dewey and Donald Schön) interpreting their work and his own work in the implementation of RP for TESOL teachers. He also introduces the six research papers that make the core of this special issue. Since these papers are introduced in Farrell's article, I invite you to read his state-of-the-art paper to find out more about other contribution here. The papers authored by Cirocki and Widodo, Playsted, Gutiérrez and her colleagues, Donyaiea and Soodmand Afshar, Rahmati and his colleagues, and Yeo and Lewis survey different aspects of reflective practice in countries like Indonesia, Australia, Chile, Iran, and Singapore/New Zealand, respectively. In addition to these papers, the issue features two book reviews and an interview. *International Research, Policy and Practice in Teacher Education: Insider Perspective* has been co-reviewed by Boudjemaa Dendenne and Ali Derakhshan and *50 Tips for Teacher Development* has been reviewed by Roghayeh Pourbahram and me. The interview with Professor Donald Freeman offers invaluable information on the status quo of language teacher professional developments and provides insights and advice to both practitioners and researchers in TESOL.

Hoping that you have enjoyed your summer break as we were busy preparing the issue for you, I invite you to browse the collection and have your take from the fine contributions published here. I am also pleased to announce that our 2020 special issue is devoted to the topic of

## EDITORIAL

Discourse in Second Language Classroom Context. The issue is to be edited by Prof Zia Tajeddin (Tarbiat Modarres University) and Dr Mino Alemi (IAU). The submissions to the special issue are now open, for which the deadline is 1 March 2020. To learn more about the journal and plan a future contribution either to a special issue or to regular issue, please visit us at: [ijltr.urmia.ac.ir](http://ijltr.urmia.ac.ir).

**Karim Sadeghi**

**Founding Editor in Chief**

**30 September 2019**