Dear Readers,

We are pleased to present volume 1, issue 1, 2022, of Second Language Teacher Education (SLTE). SLTE is a peer-reviewed international journal devoted to research on the policy and practice of second language teacher education. It is published by Equinox Publishing twice per year. SLTE encourages submissions on teacher education in various international contexts and publishes studies with a quantitative, qualitative, or mixed-methods design. In addition, SLTE publishes invited feature articles and meta-analysis and synthesis studies focused on language teacher education.

This journal would be useful for a range of readers who have an interest in language teacher education as well as those whose main area of specialization is applied linguistics, TESOL, and TEFL but would like to know how language teacher education can benefit L2 teaching and learning. Hence, the numerous groups benefiting from this journal would include pre-service teachers, in-service teachers, students working on degrees in TESOL, TEFL, Applied Linguistics, Second Language Teacher Education, and Heritage Language Education, teacher educators and supervisors, researchers and language education professionals, and administrators and other stakeholders such as ministries of education in many countries who train language teachers.

SLTE Co-editors (Thomas Farrell and Zia Tajeddin) and Associate Editors (Fiona Farr, Steve Mann, Minh Hue Nguyen, and Bedrettin Yazan), in collaboration with Editorial Board members, aim to make this pioneering journal in the field of language teacher education the best venue for the publication of language teacher education research and to contribute to the enhancement of language teacher education studies and programs.

The current issue of SLTE includes four articles:

- Making microteaching matter: A playful Vygotskian reconceptualization by Jacob Rieker
- Stand-alone noticing as a resource for constructing the reflectable: The work of cultivating professional vision by Hansun Zhang Waring
- Preferred professional learning activities of Cambodian EFL teachers by Theara Chea
• Operationalizing reflective practice in second language teacher education (SLTE) by Thomas S. C. Farrell

We hope you find this first issue enlightening and that you will consider sending your research articles related to second language teacher education for publication in SLTE. For your feedback and comments on SLTE issues or submission of special issue proposals, please contact us at <slteeditors@equinoxpub.com>.

Best wishes,

Thomas S. C. Farrell and Zia Tajeddin
Co-Editors of Second Language Teacher Education
https://journal.equinoxpub.com/SLTE