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# Series Editor's Preface

The English Language Teacher Development (ELTD) Series consists of a set of short resource books for ESL/EFL teachers that are written in a jargon free and accessible manner for all types of teachers of English (native, non-native, experienced and novice teachers). The ELTD series is designed to offer teachers a theory-to-practice approach to second language teaching and each book offers a wide variety range of practical teaching approaches and methods of the topic at hand. Each book also offers time for reflections for each teacher to interact with the materials presented in the book. The books can be used in pre-service settings or in in-service courses and can also be used by individual looking for ways to refresh their practice.

*Reflection-As-Action in ELT* by Thomas S.C. Farrell explores how reflective practice can be operationalized in ELT and how such an approach can inform language teaching. As Farrell discusses this is not a 'why' or 'what' of reflective practice (see his earlier book: Farrell, T. S. C. (2013). *Reflective teaching*. Alexandria, VA: TESOL International Association); rather this is a 'how' to implement reflective practice book. The author outlines in detail with lots of activities, exercises and examples how language teachers can reflect using his five stage framework for reflecting on practice: philosophy, principles, theory, practice and beyond practice. *Reflection-As-Action in ELT*

is another valuable addition to the literature in our profession and to the ELTD series.

I am very grateful to the authors who contributed to the ELTD Series for sharing their knowledge and expertise with other TESOL professionals. It is truly an honor for me to work with each of these authors as they selflessly gave up their valuable time for the advancement of TESOL.

*Thomas S. C. Farrell*