EDITORIAL

Dear IJLTR reader

October has come again and brought with it the news of the publication of another issue of *IJLTR*. In October each year, *IJLTR* publishes a Special Issue which has so far been guest-edited by pioneers in the field in the topics they have edited. 2022's Special Issue focuses on Language Education for Democracy, and has been edited by Prof Michael Byram and Dr Petra Rauschert. The Journal board and I are very grateful to them for putting together such an important and timely issue at a time when the world is threatened by a host of hostilities, internal conflicts, and wars as well as other global disasters. My ultimate desire is that politicians and other stake-holders will join teachers and educational authorities worldwide in fostering cross-cultural understanding and a more peaceful and democratic language education, paving the way for a global and intercultural citizenship among language learners worldwide.

This Special Issue is made of 7 articles and 2 book reviews. In their Introduction article with the title Language Teaching, Education for Democracy and Cross-curricular Connections, Michael Byram and Petra Rauschert first introduce the concept and significance of Education for Democracy drawing on Council of Europe's (2018) framework of reference for teaching democratic and intercultural competencies and the 'butterfly model' . Then they outline and briefly review the 6 other papers that comprise the issue. The papers penned by recognised authors in countries such as the UK, Germany, Italy, Argentina, the USA, Spain, Sweden, France, Ireland, Slovenia, and Japan are mainly the outcomes of collaborative intercultural language education projects within the context of Council of Europe's framework, and draw on topics such as developing democratic competencies, intercultural education, democratic reflective syllabus in SLA, democratic values and reflections in higher education, global education for democracy, and whole-school policies and practices through language education. More information about the content of the articles as well as their authors appear in the guest editors' Introduction. The two books reviewed are *Making Sense of 'Bad English': An Introduction to Language Attitudes and Ideologies* and *Bilingual Development in Childhood*, and have been reviewed by Sharooz Javidi and Arash Shirzad, respectively.

Thanking the guest editors and the contributors to this volume for sharing their scholarship with our readers, I very much hope that you will enjoy this seminal issue and join forces in creating democratic, peaceful, and humanistic language education systems, locally, nationally and internationally. To learn more about how you can contribute to a future regular or Special Issue of *IJLTR* and to have access to the full texts of the published papers, you are only one click away from ijltr.urmia.ac.ir.

Karim Sadeghi

Founding editor-in-chief

Iranian Journal of Language Teaching Research

1 October 2022