

Editorial

A new edition of *Profile* is out, in preparation for the celebration of twenty-five years of sustained publication. Once more, we wish to highlight the role different actors play in our journal, not only by submitting manuscripts or by being part of the evaluation or production processes. All of them contribute in various ways to the dissemination of knowledge produced in different scenarios.

As we know, when authors make their research, reflections, and innovations public, their articles become references for other teachers, researchers, and prospective teachers. For instance, a review of the literature reveals that authors' contributions inspire readers to engage in further studies or explore the same issues with the purpose of validating or replicating them. Likewise, the authors can challenge or motivate readers to examine what happens with certain topics in other or similar contexts. Hence, we acknowledge the role that articles published in *Profile* have in disseminating not only the authors' works but also the journal itself.

Bearing in mind that we edit a journal without the infrastructure commercial or publishing houses have, the diffusion step of each edition constitutes a challenge. Though we value the interest of scientific, professional, and academic communities who accompany us by consulting each edition or participating in the events we organize, we feel that much more needs to be done to make the dissemination of the articles published in our journal stronger.

Once more, we invite authors, reviewers, readers, and members of editorial boards to take advantage of their academic networks by sharing their articles via email and social media. These, together with the use of articles in the courses we teach, in the projects we conduct, or the academic events in which we participate, can help us spread the word about *Profile*. In doing so, you can support us in sharing the results of classroom research projects, reflections, and innovations undertaken by teachers of English as a second or foreign language, as well as by teacher educators and novice teacher-researchers.

In this issue, we are glad to share with you 11 articles, divided into three sections: *Issues from Teacher Researchers*, *Issues from Novice Teacher-Researchers*, and *Issues Based on Reflections and Innovations*. The topics discussed by the authors concern preservice and in-service practitioners and learners of English as a foreign language (EFL). The preoccupations of the researchers revolve

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around the participants' emotions and attitudes in the educational exchange in different arenas such as writing, speaking, practicum, assessment, mobility, and multimodal competencies in international and local contexts.

The *Issues from Teacher Researchers* section comprises six articles. The first article, by Carmen Carvajo Lucena and Juan Ramón Guijarro Ojeda (Universidad de Granada, Spain), unveiled the factors underlying teacher wellbeing and the stress-coping mechanisms professionals use daily. Especially relevant is the practice of hobbies, professional training, and establishing boundaries.

The second article, written by Darío Luis Banegas (University of Edinburgh, UK) and María Elisa Romano (Universidad Nacional de Córdoba, Argentina), discusses the (de)motivating factors among Latin American TESOL professionals who write in English with the purpose of publication. This study explored the (de) motivation of 522 TESOL professionals in South America to write for publication in English. Findings show that, despite personal and social-contextual challenges, the participants were driven by altruism, impact, and self-efficacy.

The third contribution is from Rafael Zaccaron and Donesca Cristina Puntel Xhafaj (Universidad de Federal de Santa Catarina, Brazil). The authors discuss the role of social representations when teachers and peers give feedback on writing tasks. This research investigated the bias in peer feedback. Data analysis suggests that the teacher's and peers' social representation plays a more significant role in uptake than the feedback itself.

Next, we have the article by Turkish authors Ahmet Basal (Yildiz Technical University), Erdem Akbaş (Erciyes University), and Betül Bal-Gezegin (Ondokuz Mayıs University). The study examined the impact of a corpus literacy course on English language teachers' perceptions and performance indicators. The results suggest that corpus literacy instruction is crucial for language teachers to effectively incorporate corpus into their classroom practices.

Mónica Abad-Céleri, Juanita Argudo-Serrano, Tammy Fajardo-Dack (Universidad de Cuenca, Ecuador), and Patricio Cabrera (Cabrera y Andrade Cía. Ltda., Ecuador) present research regarding EFL preservice teachers' attitudes toward pronunciation features. They examined Ecuadorian preservice EFL teachers' cognition regarding pronunciation models and targets, identity, and confidence. The results revealed that the participants highly value the native speaker model of pronunciation, are dissatisfied with their non-native English pronunciation, are not interested in showing their Ecuadorian identities when speaking English, and are still not confident in their English pronunciation.

The last article of this section examines the assessment practices of foreign language novice teachers. This joint article between Gabriel Cote Parra (Universidad de Pamplona, Colombia) and Alexis A. López (Educational Testing Service, USA)

reports a mixed-methods study at a public university in Colombia. It describes the classroom assessment practices and challenges of 75 novice foreign language teachers. Findings revealed that novice teachers predominantly used summative assessment in the classroom and aligned their assessment instruments to large-scale tests. In conclusion, novice teachers need more knowledge, skills, and support to handle daily assessment-related tasks.

The first article of the *Issues from Novice Teacher-Researchers* section is a multimodal study about the discriminatory practices regarding non-native English speaker teachers in language centers. Adriana Montoya and Doris Correa (Universidad de Antioquia, Colombia) explored institutional practices regarding native and non-native English speaker teachers in five language centers. Findings reveal that the language centers under study favor native English speaker teachers and discriminate against non-native English speaker teachers in multiple ways, such as job search, hiring requirements, room for negotiation, salaries, and perks.

The second article analyzes Twitter's functionality for science dissemination in EFL teaching and learning. Researcher Ana E. Sancho-Ortiz (Universidad de Zaragoza, Spain) argues that using tweets encourages the development of key competencies, provides room for the practice of integrated skills, and enhances the application of 21st-century skills.

The last contribution in this section is from the Universidad Nacional de Colombia in Bogotá. In it, Paula Vanessa Bello and Melba Libia Cárdenas unveil the experiences of Colombian university students and their use of the English language in international exchanges. The results indicate insufficient proficiency in academic and social environments due to low communicative skills and limited practice. However, autonomous exposure to the language and developing interpersonal skills positively impact the perception of competence in language use.

Our issue closes with the section *Issues Based on Reflections and Innovations*, which features two articles. Edgar Lucero, Ángela María Gamboa-González, and Lady Viviana Cuervo-Alzate (Universidad de La Salle, Colombia) discuss the conception of student-teachers and the pedagogical practicum in the Colombian ELT context. The results reveal that student-teachers are conceived as subjects with principles, values, beliefs, responsibilities, and knowledge. Meanwhile, the pedagogical practicum is an academic space, process, and experience constituted by purposes, practical knowledge, and building relationships. This literature review primarily contributes to the field as an invitation to continue revising the foundations of the pedagogical practicum and the kind of student-teacher that this space may construct.

The last article of this issue deals with a teaching proposal based on an English period novel (*The Viscount Who Loved Me*, 2000), now a Netflix series

(*Bridgerton*, 2022). The proposal intends to develop EFL students' multimodal communicative competence. Researcher Beatriz P. Rubio-López (Universidad de Zaragoza, Spain) integrated her innovation of multimodal communication into the EFL classroom to enhance the development of students' multimodal communicative competence, multiliteracies, and 21st-century skills. The paper offers a critical analysis and suggests how this proposal can feasibly contribute to fostering students' multimodal communicative competence.

As always, we trust that the diverse topics covered in this issue provide our readers with valuable insights and perspectives. We hope the articles and discussions included here spark our readers' curiosity, prompt their reflection, and foster a deeper understanding of the issues at hand. We thank our authors, reviewers, and readers for being a part of the scholarly community of the *Profile* journal; we look forward to sharing more compelling content in future editions.

Melba Libia Cárdenas
Journal Editor

María Claudia Nieto-Cruz
Journal Director