

## Editorial: The Silver Jubilee of the *Profile* Journal

It is a real pleasure to share with our readership that in September 2024, we will celebrate twenty-five years of our publication. *Profile* was launched in 2000 as a yearly publication. In 2008, the journal became semiannual, and since then, a new issue has been published each January and July. The celebration of twenty-five years of publication brings not only satisfaction for our achievements; it also makes us feel that all the efforts to maintain the journal's periodical publication have been worthwhile.

We believe that the evolution of the journal has been in tune with the increasing interest of the English language teaching (ELT) community in disseminating studies based on classroom practices, research, reflections, and innovations via academic publications that contribute to the advancement of knowledge in the field and to the professional development of pre- and in-service teachers. This dissemination has been possible thanks to the contributions of various stakeholders whose trust in the journal and rigorous work have been vital in making the visibility of authors' works possible in the 26 volumes we have published so far:

- The Editorial and Scientific Committees
- The Editorial Review Board
- The authors
- Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras, and the PROFILE research group at Universidad Nacional de Colombia
- The assistants to the editor
- The copyeditors
- Our readership

Thank you all for the support and enthusiasm in the roles you have played! And thank you for the encouragement as well!

The celebration of this important anniversary comes with the most recent results of the Scimago Journal Rank (SJR). *Profile* has been classified in Quartile 1 in the linguistics and language area and in Quartile 3 in education. Although we have stressed that we do not work with the sole purpose of attaining rankings or classifications, these results represent the recognition of the quality of our journal's editorial norms. It should be noted that the SJR:

is a measure of a journal's impact used to assess the quality of a publication and its academic integrity. It is based on a citation analysis of documents indexed in Scopus, a large abstract and citation database of academic literature. SJR considers the number of citations received by a journal, the importance of the journal, and the reputation of the journal.

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SJR is used to compare the relative impact of journals in a wide range of disciplines and to identify the best journals in a particular field. It is also used to assess the quality and performance of a journal in comparison with its peers. (<https://www.quvae.com/blog/scimago-journal-rank/>)

We believe that the indicators provided by SJR, though significant and comforting, are just points of reference to constantly evaluate our work. They also demonstrate the relevance of the types of articles and authors we promote and, thus, motivate us to reaffirm our commitment to continue our editorial job, bearing in mind the journal's mission and vision.

This edition contains twelve articles authored by teacher-researchers from Colombia, Türkiye, Chile, the United States, Spain, and Hungary. This signals a diverse international academic community willing to contribute to the study of issues related to ELT, language policies, sociocultural aspects, and teacher education.

In Section 1, *Issues from Teacher Researchers*, we present eight articles. In the first one, we depict the life story of *Profile*. With this retrospective of our journal's trajectory, we describe the origins, evolution, and main challenges we have faced during twenty-five years of sustained publication. Then, Sibel Tatar, from Boğaziçi University (Türkiye), reports on the content and characteristics of the cognitions of some English-as-a-foreign-language (EFL) preservice teachers, as manifested in their teaching philosophy statements. Following that, we have a study conducted by Natalia Asenjo Z. and Macarena Yancovic-Allen, who work at Pontificia Universidad Católica de Chile. They show how the beliefs and teaching practices around listening comprehension of four Chilean EFL teachers were transformed after attending a reflective workshop.

Next, we can find two articles focusing on sociocultural aspects: one on migration and the other on *cuir* identity. Isaac Frausto-Hernandez (The University of Texas at El Paso, USA) addresses a migration aspect. He examines three *transfronterizo* teachers' backgrounds and lived experiences and how they navigate their English teaching practices in the U.S.-Mexico borderlands. On the other hand, Colombian authors Edgar Aguirre-Garzón (Pontificia Universidad Javeriana) and Diego Ubaque-Casallas (Universidad Distrital Francisco José de Caldas) analyze the *cuir* identity of an EFL student-teacher within the context of his pedagogical practicum.

The following article, by Ricardo Nausa, Jovana Živković, and Liubava Sichko from Universidad de los Andes (Colombia), presents an English language needs analysis that led to the design of a master's level academic reading course. Next, we have a contribution from Spain. Paula Buil-Beltrán and María Bobadilla-Pérez, from Universidad de Zaragoza, share a study on the factors influencing language learning in didactic audiovisual translation.

We close the first section with an article by Paula Pérez-Rubiano, Julieth López-Acevedo, and Sonia Camargo-Albarracín, from Universidad Pedagógica y Tecnológica de Colombia, and Anna Peñaloza-Rallón, from the University of California (USA). They present the results of a self-study they conducted to understand how their experiences influenced their ELT educator identity at a public university in Colombia.

In Section 2, *Issues from Novice Teacher-Researchers*, we find an article on gendered subjectivities in English classrooms. Javier Sierra-Gordillo (Universidad Distrital Francisco José de Caldas, Colombia) reports on a study that explores the link between gender and language in single-sex schools in Colombia and invites us to delve into a critically queered examination of sex-segregated education.

Section 3, *Issues Based on Reflections and Innovations*, comprises three articles in which the authors report systematic reviews of critical pedagogy, written feedback, and interculturality in rural contexts. The first article, by Serhat Başar and İrem Çomoğlu from Dokuz Eylül University (Türkiye), presents a literature review of critical pedagogy-informed collaborative professional development practices in ELT. The second article, contributed by Abderrahim Mamad and Tibor Vigh from University of Szeged (Hungary), examines EFL/ESL (English as a second language) teachers' and students' perceptions and practices of written feedback in a higher education context, as well as the relationships and differences in EFL/ESL and academic writing.

We close this edition with a systematic literature review on the topic of interculturality in rural contexts, conducted by Colombian authors Diana Marcela Duque Salazar (Universidad del Quindío), María Alejandra Tangarife Loaiza (Institución Educativa Nuestra Señora del Rosario), and Ángela Patricia Velásquez Hoyos (Universidad de Caldas). Their analysis of interculturality in rural contexts of bilingual education in Latin America invites us to learn about the current state of knowledge in the region and to identify key themes, challenges, and gaps in the field.

As can be seen in the contents of this issue, we have gathered contributions from different countries and teaching settings. We also include articles authored by teachers and researchers with diverse profiles and professional trajectories. In this way, we aim to continue motivating our academic community to value the participation of various authors whose studies can undoubtedly contribute to expanding our knowledge and strengthening research, innovations, and reflections in ELT and teacher education.

*Melba Libia Cárdenas*  
Journal Editor