

Editorial: Making *Profile* Internationally Relevant for the Benefit of the ELT Community

We welcome you to this new edition with some good news about *Profile*'s visibility in international scenarios. We are pleased to share with you the latest classification of our journal in the 2025 report of the SCImago Journal & Country Rank (SJR), an open-access web platform that analyzes the impact of scientific publications worldwide and scientific output by country.

As stated on the SCImago website (<https://en.scimagolab.com/products/sjr-scimago-journal-country-rank/>), journal rankings, in particular, provide

researchers, editors, and the public [with] scientometric indicators and journal quartiles, categorized by region, country, and subject area. [The ranking platform] also offers tools to help users understand journal performance through indicator comparison, co-authorship network mapping, and ranking identification within the scientific landscape.

In the 2025 SJR classification, published in April 2026, *Profile* remains in Quartile 1 (Q1) in Linguistics and Language, a position we have maintained for six years. The SJR is based on data from the Scopus database, and all the different indicators are publicly available on the SJR website. These indicators help assess the scientific impact and academic standing of scholarly journals.

Classifications are essentially conferred based on the journals' citational impact. SJR measures how often the articles published in a journal are cited by other journals within the Scopus database over a period of time (i.e., one year), and the weight value associated with the citations depends on the prestige of the journal citing our articles. In this regard, we should note that although the metrics and measurements used by platforms and indexing systems can be valuable tools for gauging the international reception of the journal's content, the underlying priority must always be to uphold the journal's mission and vision. In connection with them, we have witnessed increasing interest among teachers, researchers, and prospective teachers in the English Language Teaching (ELT) community in the nature of *Profile* and in issues that reflect the main concerns of their professional agendas.

Journals ranked highly bring outstanding indicators to the institutions that edit them. We are also aware of the relevance of scientific journals in granting visibility and prestige to the authors' educational institutions, research groups and centers, and national agencies. We

How to cite this article (APA, 7th ed.): Cárdenas, M. L. (2026). Editorial: Making *Profile* internationally relevant for the benefit of the ELT community. *Profile: Issues in Teachers' Professional Development*, 28(2), 9–11. <https://doi.org/10.15446/profile.v28n2.128141>

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understand that getting published in a “top” journal means special recognition for authors through indicators of their research activity and the possibility of fulfilling job requirements, among others. However, given the nature of the submissions we process in *Profile*, we can conclude that, above all, authors are committed to informing about their projects, reflections, innovations, and queries. The manuscripts submitted for review demonstrate the authors’ willingness to contribute to the professional, academic, and scientific communities that share their concerns and might be inclined to incorporate their findings to advance and consolidate the knowledge that is constantly being shaped by all members of the community.

The position we have maintained in Q1 is the result of our efforts to develop a strong research culture, achieve editorial excellence, and welcome teachers and scholars from diverse backgrounds. To do so, we have counted on professional and generous actors. We thank our reviewers, authors, editorial teams, and readers for their sustained support and encouragement. Your time and contributions are greatly appreciated!

Now, we present an overview of the contents of this edition. It contains ten articles featured in the first section (*Issues from Teacher Researchers*), one in the second section (*Issues from Novice Teacher Researchers*), and one in the final section (*Issues Based on Reflections and Innovations*). They allow us to engage with issues studied by authors from eight nationalities: Chile, Colombia, Iran, Mexico, Spain, Türkiye, Uruguay, and the USA.

In the first section, *Issues from Teacher-Researchers*, we have gathered issues concerning teacher education, assessment, research methodologies, social justice, proficiency, literacy, and oral communication.

To begin with, we have three articles that focus on teacher education. Gabriel Díaz Maggioli, from Universidad ORT (Uruguay), reports on a study about the perceptions of preservice and in-service English language teachers regarding online teacher education courses in Uruguay. Next, Irasema Mora-Pablo and Emmanuel García-Ponce from Universidad de Guanajuato (Mexico) share a case study focused on the adoption of a flipped classroom approach in a research methodology course in an English language teacher education program. After that, we present another case study, this one from Universidad de Caldas (Colombia). Frank Giraldo, Angela Patricia Velásquez-Hoyos, and Luis Herney Villegas depict the language assessment literacy (LAL) of five English language teachers to design an online assessment course.

We continue with a contribution from the Social Sciences University of Ankara (Türkiye). The article by Nur Gedik Bal presents a case study from an English preparatory program that examines English as a foreign language instructors’ perspectives, preferences, and practices regarding written feedback, as well as their use of technology for feedback and related professional development needs. Next, we include an article dealing with teacher identity. Based on a case study, Razieh Gholaminejad, from Arak University (Iran), examines how a group of teachers at language institutes strategically perform their frontstage (classroom) and backstage (private) personas.

Social justice within the Turkish higher education context is the focus of the study reported by Onur Özkaynak, Merve Şanal, and Zeynep Arslan (The Ohio State University, USA & Middle East Technical University, Türkiye). The authors describe how university-level English for academic purposes instructors conceptualize and implement social justice pedagogy in their teaching setting.

Next, we identify three articles on preservice teacher education. Jhooni Albeiro Quintero-González, José David Largo-Rodríguez, and Adriana Castañeda-Londoño, from Universidad Nacional de Colombia, share a narrative case study with us that analyzes the deconstruction of social class in the discourse of proficiency. To do so, they focused on prospective English teachers' narratives about their undergraduate academic experiences. Next, we have an article by Diego Ubaque-Casallas (Universidad Distrital Francisco José de Caldas, Colombia), who explores how place-bound pedagogies emerged during the rural teaching practicum of a Colombian English student-teacher.

We close the first section of this edition with two articles on literacy and oral communication. Chilean authors Gabriel Romero-Karlsson (Universidad San Sebastián) and Malba Barahona (Pontificia Universidad Católica de Chile) report a study on the development of literary competence in preservice teachers participating in a literature course. On the other hand, Ana Milena Bedoya Hernández (Centro Colombo Americano, Colombia) and Jaime Castro-Martínez (Pontificia Universidad Católica de Chile) focus on developing adults' oral fluency in English presentations through emotional awareness and regulation.

In the section *Issues from Novice Teacher-Researchers*, we have an article by Laura Uribe-Gómez, Nicolás López-Granda, Jonathan Grajales-Peláez, Felipe Ocampo-Arroyave, Elizabeth Moreno-Valencia, and José Vicente Abad (Universidad Católica Luis Amigó, Colombia). We can learn how they conducted an action-research study to assess the use of a video game to foster critical digital literacies and address preadolescents' school bullying.

We close this publication with one article in the *Issues Based on Reflections and Innovations* section. Here, we can read a literature review authored by Nelly Johana Álvarez Idarraga (Universidad de Salamanca, Spain). In her work, she identifies key points of reference of the literature on bilingualism, educational inequality, and the work of English language teachers in Colombia.

We feel very satisfied with the variety of contributions we have gathered in this second issue of 2026. The participation of teacher-researchers and future teachers confirms that our journal continues to capture the interest of a diverse community of educators and scholars committed to advancing the ELT field. As always, we invite our authors, reviewers, and readers to explore the contents of our journal and to spread the word of our work.

Melba Libia Cárdenas
Journal Director & Editor