

## Editorial

Last year marked a significant milestone for us, as we celebrated twenty-five years of sustained publication of our journal. This longevity not only underscores our commitment to the academic community but also speaks to the quality and relevance of the content we have consistently delivered. We are deeply grateful for the recognition and encouragement expressed by our editorial boards, authors, and readers. Their contributions, along with the results of our rigorous editorial processes, reaffirm that our efforts to maintain the academic forum our journal embodies have been truly worthwhile.

We are pleased to share this new edition with our readership, which contains twelve articles from authors based in Vietnam, Bhutan, Thailand, India, Chile, Mexico, the USA, and Colombia. This shows a geographical diversity of contributions and the interest we have captured in different parts of the world. We expect to reach more teachers and academic communities so that the knowledge shared by authors do contribute to deepening our understanding of English language teaching (ELT), classroom research, teacher education, and related areas.

Section 1, *Issues from Teacher Researchers*, gathers nine articles. First, Lakshmana Rao Pinninti (Indian Institute of Technology Kanpur, India) shares with us a study carried out to foster teachers' action research competencies. Although limitations are not overlooked, the author displays evidence that supports the possibility of integrating teaching and research for continuous professional development. Then, Mickey Marsee (Chandler-Gilbert Community College, USA) and Jorge Eduardo Pineda Hoyos (Universidad de Antioquia, Colombia) inform us about a case study of instructional strategies employed in a collaborative online international learning experience between students from Colombia and the USA to increase their understanding of cultural tolerance.

The following two articles address teachers' emotions. The first one is an article concerning classroom management. In this regard, Thinley Wangdi, from Walailak University (Thailand) and Karma Sonam Rigdel, from Wangbama Central School (Bhutan), report what they observed when they explored the emotions and coping strategies of a group of Bhutanese English teachers in response to student disruption. In the second article, Héctor Castro Mosqueda, from Escuela Normal Superior Oficial de Guanajuato (Mexico), examines the link between emotions and teacher agency across different geographical contexts using a specific emotional geographies framework.

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The investigation of students' agency of a language policy in a Colombian public university is the focus of the article authored by Sergio Lopera and Nelly Sierra from Universidad de Antioquia (Colombia). Interestingly, the study shows that students are not passive recipients of language policies; instead, they exercise agency differently at the micro level.

We continue with a report on English language teachers' evaluation of an online assessment course and their language assessment literacy by Frank Giraldo from Universidad de Caldas (Colombia) and Xun Yan from the University of Illinois at Urbana-Champaign (USA). Afterward, we can find the article by Rodrigo A. Rodríguez-Fuentes and Valentina Concu, from Universidad del Norte (Colombia), who examine the application of corpus linguistics in ELT in Colombia. Next, Jessica Vega-Abarzúa, Eduardo Gutiérrez-Turner, Marco Morales, Constanza Olivo, and Francisca Rubilar from Universidad Adventista de Chile report about the perceptions of a group of pre-service teachers regarding C<sub>1</sub> English proficiency, specifically their perceived linguistic competence, understanding, attitudes, and challenges in attaining it.

The last article of the section comes from Vietnam. Ngo Cong-Lem, from Dalat University, shares with us a study concerning the translanguaging practices of Vietnamese English-as-a-foreign-language (EFL) educators and the mechanisms behind individual differences in their practices through an integrative cultural-historical activity theory perspective.

In Section 2, *Issues from Novice Teacher-Researchers*, we find an article on linguistic identity. Katherin Silva-Alfonso (Universidad Distrital Francisco José de Caldas, Colombia) tells us how adolescent EFL students construct their linguistic identities through discursive positioning practices in a Colombian school.

We close this edition with two contributions from Colombian scholars. This time, Section 3, *Issues Based on Reflections and Innovations*, contains a literature review and examines a particular issue concerning rural education. Lina Betancurt and Liliana del Pilar Gallego, from Universidad de Caldas (Colombia), portray English teachers' perceptions, practices, and challenges involving social agency through an integrative literature review. Finally, we can get acquainted with the topic of language learning materials counteracting rural racializations. In their article, Colombian authors Ferney Cruz-Arcila (Universidad Pedagógica Nacional), Sandra Ximena Bonilla-Medina (Universidad Distrital Francisco José de Caldas), and Vanessa Solano-Cohen (Pontificia Universidad Javeriana) examine the racialization of rurality from an ELT angle and introduce a didactic proposal to foster critical consciousness and enact deracialization.

As can be noted, the twelve articles selected for this first issue of Volume 27 deal with language teaching and learning, language policies, applied linguistics to ELT, and teacher education in different international scenarios. We invite you all to read our authors' contributions and use them for your professional updating. We also hope they become part of teacher education programs and processes so that more teachers can value the knowledge generated by research, reflections, and innovations.

*Melba Libia Cárdenas*

Journal Director & Editor