

Editorial introduction

This time, our cover includes a photograph taken at an English teacher education programme (ISFD 809) in Esquel (Argentina). These future teachers are working on [an article](#) authored by Argentinian researcher Melina Porto. This is part of an institutional effort to include bibliography written by Argentinian colleagues in initial teacher education.

Like its predecessors, this number is composed of articles written by practitioners and researchers from diverse and not only Western parts of the world who, on this occasion, address a wide range of issues: action research, teacher education, reading comprehension and error correction.

At the heart of Mario R. Moya's contribution, the result of his experience as a tutor in a Postgraduate Certificate in Education (PGCE) course run by the Department of Teacher Education at the University of Bedfordshire in England, lies the problem of developing reflective practice at teacher training colleges. Moya's proposal is deeply rooted in Collins, Brown & Newman's Cognitive Apprenticeship model and advocates for the use of Gibb's *structured debriefing* to facilitate reflection. As expressed by the author in his closing comments, reflective practice is highly valuable "in developing both the competence of trainee teachers in the early stages of their professional training and the enhancement of the expertise of mentors".

In *Iranian teachers' and students' preferences for correction of classroom oral errors: Opinions and responses* its authors report on the results of a questionnaire administered to Iranian students and to their teachers to find out their opinion about the role of error correction in foreign language learning. The rigorous analysis and discussion of the data collected indicate that the authors are convinced of the undisputable benefits of bringing together student perspectives and pedagogical practice to enhance language learning.

Gabriella Morvay's article summarises the results of a correlational study carried out among sixty-four Hungarian high-school students learning English as a foreign language in Slovakia which explored the "contribution of first language (L1) reading ability, non-native language (L2) proficiency and non-verbal intelligence to non-native (L2) reading comprehension". The "linguistic interdependence hypothesis" and the "linguistic threshold hypothesis" underpin Morvay's work, the four standardised proficiency tests measures used are presented and the limitations of the study are stated. To comply with

one of the objectives, the article concludes with a few recommendations “on what to prioritize in both curriculum and pedagogy at a particular stage of L2 learning”.

Marina González’s reflective piece based on the work carried out by Uruguayan educator Gabriel Díaz Maggioli, is an invitation to think about professional development through different scenarios. Although this contribution is based on the city of Buenos Aires, it will surely resonate with other contexts. Professional development is central to transforming education and therefore it becomes essential that we base approaches and courses of action for professional development on situations which are familiar and context-responsive.

Last, ethical problems in action research and a series of questions that may help practitioners elucidate their own identities as teacher-researchers are central in D. Banegas and L. S. Villacañas de Castro’s article. After summarising three action research models, the authors of *A look at ethical issues in action research in education* discuss problems such as collaboration, power, confidentiality, authorship, ownership, representation and voice and conclude that if action research is “to become, memorable, engaging, and meaningful, it must be based on [...]constant awareness of ethical dilemmas around agents’ actions and decisions”.

In the Book Review section readers will find an analysis of a recently published collection of articles entitled *International perspectives on materials in ELT*. The reviewer, Laurena María Moreno, considers the collection highly recommendable for it provides methods and ready-to-use activities as well as new tools to tackle with ITCs in the classroom.

The fruitful experience of convening specialists to discuss a particular object (Volume 2.1) has led us to consider devoting Volume 3.2 to a topic that is challenging and relevant to teachers: Intercultural citizenship. Interculturality has become a key area for change in Argentina’s new curricula.

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