

## **Editorial introduction**

We are still young and we are making every effort to spread the word of AJAL in different professional and academic contexts in Argentina and elsewhere. The [39th FAAPI Conference](#) held in the city of Santiago del Estero in Argentina was a fruitful venue to share the aims and activities of AJAL.

AJAL was present through one panel and one workshop. Melina Porto, who is a member of our Editorial Review Board, coordinated a panel whose members were Mariel Amez, Matías Ansaldo, Natalia Muguero, and Gabriela Tavella, all published authors with AJAL. They shared their experiences as authors and reviewers and explained to the audience how they felt at different stages of the blind review process. Issues around impact, scope, proofreading, and copyright emerged from the panel and the audience.

AJAL Editor Darío Luis Banegas offered a workshop which aimed at encouraging publication to share knowledge and attain professional growth among Argentinian colleagues. One of the benefits of publication is dissemination. According to Coleman (2014, p. 404), “publication makes available to interested readers the latest empirical findings and theoretical understandings, thus adding to what we know in a particular domain.”

Although AJAL is international, it is based in Argentina, and therefore one of our aims is to give Argentinian colleagues a voice. However, to exercise post-method, decentralised, and context-responsive professional practices linked to sharing experiences and expertise through academic articles, colleagues need to respond to our call because nobody will write on our behalf. If we Argentinian authors wish to have a voice in ELT, then we need to embrace this opportunity and start writing.

In this issue voices from different parts of the world are heard discussing a variety of topics. From Spain, María Martínez Lirola and Laura Ibáñez Castejón share an experience located in a MA course where multimodal texts were used to foster new literacies, critical thinking and solidarity.

In *Mentor–mentee interactions in the practicum: Whose/Who’s learning?* Gabriel Díaz Maggioli’s reports on the results of a “small-scale naturalistic research pilot project” carried out in Uruguayan State Schools while Fatma Salim Al-Senaidi and Mark Wyatt focus on the importance of curriculum materials evaluation and address the problems female primary school English teachers in the Sultanate of Oman face and

how these issues relate to their wider social context.

*Students' perceptions of peer feedback* by Laura Levi Altstaedter and Peter Doolittle highlights a question of perennial debate, writing instruction. Their research project, located in “classes at a major university in the southeastern United States”, hinges on the importance of a writing instruction approach that privileges peer feedback.

*Postmethod pedagogies applied in ELT formal schooling: Teachers' voices from Argentine classrooms* is the title of the compilation of articles edited by Silvana Barboni and reviewed by Estela Nélide Braun for this issue of AJAL.

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Darío Luis Banegas and Raquel Lothringer

### Reference

Coleman, J. (2014). How to get published in English: Advice from the outgoing Editor-in-Chief. *System*, 42, 404–411.