

Editorial introduction

This issue of *AJAL* includes five valuable articles by international contributors about topics of great relevance to both an international and Argentinean audience.

In “Authenticity and ideology: Creating a culture of authenticity through reflecting on purposes for learning and teaching,” Richard Pinner addresses 2017 FAAPI Conference’s main topic: authenticity in language teaching and learning. It examines the way English is marketed to learners and discusses the effects of that marketing on teaching. Pinner proposes that authenticity be equated to personally meaningful and socially relevant learning, but also to relevant teaching: he argues that “as teachers we must find our own authentic reasons for working with students, in order to create a culture of authenticity in the language classroom.” Pinner reflects on his experience in Argentina as a keynote speaker at the 2017 FAAPI Conference. He says that in our country he discovered that people do not participate in conferences just to boost their curriculum vitae or because we are immersed in a “public or perish” culture, but rather because of “the authenticity of the culture around language teaching” to be found in this country. The FAAPI Conference, in his view, is “a real community of practice” formed by –mostly self-funded-- teachers who meet to

re-connect with their teaching beliefs, in order to gain a deeper understanding of their own practice, and to get inspiration so that they could return to their classes feeling energised and ready to begin the demanding work of forging new cultures of authenticity with a new cohort of learners.

In “Multimodal teaching evaluation with a portfolio in a tertiary education language classroom” María Martínez Lirola addresses the issue of assessment through technology. She reports on a study conducted at University of Alicante in the English Studies course, specifically in English V. This class combines the development of listening, speaking, reading, writing and interacting skills and evaluates them by means of a multimodal portfolio. Students’ surveys testify to the importance of tutorials and to the competences these portfolios help develop: they promote students’ responsibility for their learning, enhance awareness of the importance of the acquisition of competences, foster creativity and reflection, teach content and leadership. Martínez Lirola argues that as multimodality is present in our everyday lives, a multimodal classroom will certainly motivate students and

thus facilitate learning.

The third article also shares findings related to higher education: in “Preservice EFL teachers’ talk during a teaching practicum at a lower secondary school: A report on video-stimulated reflection (VSR),” Siti Zulaiha and Herri Mulyono report on a qualitative research study into EFL pre-service teachers’ perception of their oral production during their practicum in Indonesia. Three pre-service teachers videotaped themselves and produced a written reflection on their classroom talk, which was later accessed through content analysis, focusing on types and functions of talk and on the amount of talk during classroom instruction. Results show that the three teachers’ value the sequence *initiation-response-feedback* and that their beliefs about good EFL teachers underpin their amount of teacher talk. These beliefs determine their use of English for communication despite their students’ low level of English proficiency. The authors call for further qualitative research addressing teachers’ practices, including teachers with different English proficiency levels and delving into students’ perceptions of teacher talk.

Teacher education is further discussed in “Global issues, local practices: Possibilities in Brazilian initial and continuing English teaching education,” where Denise Akime Hibarino and Janice Ines Nodari describe some of the actions carried out within the framework of the *Institutional Scholarship Program for Teacher Initiation* (PIBID) regarding ELT. This program encourages critical literacy analysis and furthers the concept of English as an international language, focusing on initial and continuing English teachers’ education. Among the positive results of the program, they highlight that by involving the pre-service teachers in Education of Youngsters and Adults and in volunteer work the program made a positive impact on the construction of citizenship. “There is a lot more to be explored and addressed,” they conclude, and assert that initiatives such as PIBID “can impact meaningfully and positively in people’s lives.”

In “Plurilingualism in the new era: a conversation with Enrica Piccardo” we share an interview where Enrica Piccardo and Yecid Ortega discuss the concepts of plurilingualism and multilingualism. They refer to their relevance for education and to the need to promote a more “ecological and synergic shift in paradigms” in ELT worldwide. This exchange proposes that communities need to become aware of multilingualism through exposure to foreign languages and also to variations of Spanish within Latin America and within each country. They emphasize the need to share what is culturally and linguistically relevant to the different communities and to remove those linguistic policies which are geared to “only-English policies,” furthering instead “plurilingual policies for the teaching of languages.” The article addresses teacher education, plurilingual and translanguaging practices, action research and the design of project-based, and action-oriented activities. In key with Martínez Lirola within this issue, it also advocates for the use of portfolio assessments. Ortega closes the article sharing his belief that “with this ‘new’ plurilingual vision or worldview, researchers and educators can foster a more socially just world in which we all learn from

each other, respect other cultures and languages and cohabit in a more liveable planet.”

We close this issue with Mercedes Pérez Berbain’s review of Myrian Casamassima’s *Planning as Narrative: A Cubist View on Planning Units of Work for English Language Teacher*. According to the reviewer, this book revolutionises ELT planning “by presenting a clear, situated and all-encompassing model” which challenges teachers to change their planning ways in order to embrace a new perspective which will make it possible for them “to become the best they can be.”

Along the line set by the authors in this issue, AJAL editors would like to encourage EFL teachers in Argentina –and elsewhere— to participate in this culture and share their research findings in our journal in order to disseminate knowledge and go on building a community of authentic practice.

Finally, we would like to express our gratitude to those reviewers whose generosity and professionalism made the volumes in 2017 possible:

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