

Editorial introduction

Every issue is an opportunity to spread the knowledge generated in different settings and through different research purposes, tools, and avenues.

In this volume we are happy to include more contributions from Argentinian authors. This may indicate that what we started back in 2013 is reaching out within Argentina and more colleagues are considering the possibility of publishing with us.

The first article is set in Córdoba, Argentina. Gava and Dalla Costa examine the effects of online forums on 32 higher education students' writing practices. Through a quasi-experiment framework which combined quantitative and qualitative instruments, it was found that ICT contributed to the enhancement of English language writing practices and the enactment of collaborative work. This study is a valuable example of teacher research since the authors carried out this study with their own students enrolled at different university courses. In their conclusion, educators are encouraged to explore the affordances that ICT offers in the social construction of knowledge and language practices.

The second article is a reflective contribution which seeks to summarise how three approaches, innatism, sociolinguistics and neurolinguistics, have shaped the field of applied linguistics and language learning. Beltramino, the author of this reflective piece, puts forward a set of teaching strategies that materialise each of the approaches discussed and concludes that teachers should choose those

methods that better suit our learners' interests and learning style, our work context and our teaching style, and to devote time to the study of those methods so as to make informed and thoughtful teaching decisions which should be implemented, assessed, adapted, reimplemented and re-assessed continuously.

In the third article, Roberts and Banegas reflect on general notions around authenticity, motivation, and English language proficiency and summarise three projects carried out in the south of Argentina with students and teachers across the educational system. It should be highlighted that the projects, or proposals as the authors call them, are the result of processes generated by educational authorities in Chubut, a teacher association (APIZALS), and a group of teacher-educators who carried out a bottom-up teacher research project with the aim of promoting writing for publication.

Our fourth article comes from Ecuador. Rodas and Santillán provide a succinct account around the development of terms such as multilingualism and interculturalism. They start their reflective piece by drawing the reader's attention to the historical background underpinning such concepts. They move on to see such terms from their Ecuadorian perspective and establish links between the academic literature and official documents that regulate language policy and education in Ecuador.

Due to further reflections from its authors, in this volume we have included an updated version of the interview between Ortega and Piccardo we published in May 2018.

Last, we have commissioned two book reviews. In the first review, María Celeste Luna from Universidad Nacional de Cuyo has commented on *¡A lingüistiquearla!*, an edited book by Mare and Casares from Universidad Nacional del Comahue. Written in Spanish, the volume can be downloaded [from here](#) since it is a free publication aiming at sharing the outcomes of a research programme led by Mare. In the second review, Verónica Ferrari has produced a conscientious analysis of *LGBTQ Voices in Education: Changing the Culture of Schooling* edited by Bloomfield and Fisher.

We truly hope that this second issue attracts readers to become potential authors in the near future.

Darío Luis Banegas and María Susana Ibáñez