

Editorial introduction

At AJAL we are convinced that one of the most enduring ways of sharing our interests, explorations, and practices is through writing. Colleagues may write for a bulletin, a magazine, a blog, or a professional journal. This new issue is the result of concerted efforts to contribute to knowledge generation from different contexts.

In 2016 we incorporated a new type of article: interviews. The aim of the interviews is to allow readers to engage with authors through a dialogue mediated by colleagues. In Vol. 4(2) we included an interview with Charles Bazerman on the topic of academic writing. On that occasion, Diana Mónica Waigandt (Universidad Nacional de Entre Ríos) offered to carry out the interview and provide the conversation with a framework. In this issue, we have the honour of including an interview with Prof. Nina Spada, who was interviewed by Yecid Ortega (University of Toronto). The aim was to discuss with Prof. Spada her research interests around form-focused instruction through questions which emerged from her publications and critical views on the current literature. With the help of Ortega, we are planning other interviews for our November 2017 issue and those to appear in 2018.

Our second article is written by Soledad Loutayf. In her contribution, she examines abstracts written by academics and doctoral students at Universidad Nacional de Salta. The article includes a helpful summary of abstract writing and Swale's CARS model together with other combinatory models that are commonly used in academic writing and English for Specific Purposes (ESP) courses.

From an ESP perspective, the third article is co-authored by Gabriela Tavella and Carina Fernández. They problematise the presence of cultural bonding in an English course for tourism and reflect on the influences exercised by CLIL (Content and language integrated learning) and post-method pedagogy to elaborate context-responsive practices and materials which act as vehicles of meaningful cultural practices for the authors' students.

The fourth article is a contribution stemming from our call for articles co-authored by teacher educators and student-teachers. In this case, Guillermina Amrein, Gisela Carrión, Ivana Piccoli (student-teachers) and Flavia Bonadeo (teacher educator) from ISP N° 8 "Alte. G. Brown" (Santa Fe) engage in fruitful and informed reflections around the practicum experience. The tensions that surface through the authors' paragraphs should remind us of the concept of praxis discussed by Freire from a critical pedagogy stance. Breunig (2005, p.

111) conceptualises praxis as follows:

Freire (1970) maintains that praxis involves both action and reflection. From Freire's perspective, there is no final act of knowing. Knowledge has historicity; it is always in the process of being. If absolute knowledge could be attained, the possibility of knowing would disappear for there would no longer be any questions to ask or problems to solve. Praxis, therefore, starts with an abstract idea (theory) or an experience, and incorporates reflection upon that idea or experience and then translates it into purposeful action. Praxis is reflective, active, creative, contextual, purposeful, and socially constructed.

We close this issue with a review of *The career trajectories of English language teachers*, edited by Penny Haworth and Cheryl Craig. Chapter author Nora Basurto-Santos and Simposium Books kindly sent us a complimentary copy of the volume, which we were delighted to review.

Finally, we would like to thank the following reviewers for their invaluable help in 2016:

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Reference

Breunig, M. (2005). Turning experiential education and critical pedagogy theory into praxis. *Journal of Experiential Education*, 28(2), 106-122.