

Editorial introduction

Our November issue marks the completion of our first five years as an Argentinian, international journal, which calls not only for celebration but also for assessment: we need to see what has happened within our pages these past years to plan for the next five. When we reread our past issues, we cannot but perceive that our journal has circulated internationally—many authors are foreign—, that it has mainly circulated among teachers and that most national authors work at universities. This makes us wonder why teachers working at other educational levels rarely submit articles; why few articles approach non-educational issues also studied by applied linguists; why we know so little about research findings in Argentinian EFL graduate programs; why researchers who work within the field of translation studies do not publish their results in our journal. These musings have made us think of ways in which we can make AJAL a better medium of communication within the field of Applied Linguistics, both nationally and internationally.

For starters, it could be timely to remember what our journal is about: Applied Linguistics, which in the mid-twentieth century contributed to the adoption of scientific approaches to the teaching of foreign languages and to the development of automatic translation, has broadened its goals in the past decades beyond the study of language acquisition and machine translation. As an interdisciplinary field, it now strives to develop research that addresses practical problems related to language, such as the development of literacy in refugees, the production of written texts for unwritten languages and the study of communication problems. It develops tools for language assessment and for effective translation and interpretation. It actively discusses the role of the mother tongue with multicultural students, language policy and planning, and foreign language teacher education. In other words, it contributes to a better understanding of the way society communicates in one or more languages. Although AJAL depends on an institution formed by EFL teachers, it welcomes articles addressing different types of communication issues, since they will enrich, eventually, our classroom practices.

This assessment has led to a number of proposals with we hope will be interesting to both, authors and readers. With a view to getting to read more about translation and interpretation issues and about the teaching of translation, we are planning a Special Issue for November 2019. We kindly invite authors to submit their articles before September 30th.

Also, in order to visibilise the work of Argentinian colleagues in the fields of English language teaching, ESP, and linguistics and literature applied to language education, AJAL will start to include, as from 2018, a new type of article about which you may read in the journal's webpage: articles about ELT research in Argentina. We expect these articles to summarise and problematise research projects in one of the fields above carried out at one university/faculty between 2015 and the present. Finally, we would like to remind novel teachers who would like to start to carry out research and submit their work to AJAL that in 2018 FAAPI will be launching a third edition of their online course on academic writing, which could be interesting for those of you with no prior experience in the field.

In this issue we are glad to present two national authors. In "Metalinguistic discourse about English on Flickr: a case study on Irish identity," María Florencia Stok reports on a case study of the way metalinguistic discourse, language and cultural identity interact in the social media, specifically in Flickr, an online site used to share pictures with short comments. Her aim was to describe the metalinguistic discourse of Irish users' posts in order to ascertain links to their own perception of identity. The author's conclusions are relevant to the EFL teachers' community: she states that "English is probably re-building its role as a lingua franca, as Irish Flickr users prefer it to Irish slang to communicate with an international audience (...) This phenomenon can reinforce the significance of English as a lingua franca, and thus its importance in growing multi-lingual classrooms."

In the second article, María Cristina Sarasa and Daniela Solís share their research into the storied construction of future teachers' professional identity. In "Narrating the temporalities, localities and socialities of future English teachers' professional identities," they approach multiple narratives and journal entries co-composed with ten students at an EL teacher education program in an Argentinean state university to understand how undergraduates (re)negotiate their fledgling identities throughout their intricate academic journeys towards becoming EL teachers. They endeavor to give a voice to South American teachers, who they perceive as silenced by the international community. They succeed in their aim, which in their own words is "to foreground some of these voices by narrating (future) teachers' construction of their narrative identities within the three commonplaces of narrative inquiry as they pertain to their university education."

This issue includes the review of five books which, together with these articles, weave a running thread: *English Language Teaching in South America: Policy, Preparation and Practices*, reviewed by Darío Banegas; *La importancia del análisis crítico del discurso y la gramática visual para analizar textos. Propuesta de actividades enmarcadas en la educación para el desarrollo, la educación con perspectiva de género y la educación para la paz*, reviewed by Flavia Bonadeo and Susana Ibáñez; *Investigaciones sin fronteras: New and enduring issues in foreign language education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras*, by Eugenia Carrión Cantón; *Initial English Language Teacher Education International Perspectives on Research, Curriculum and*

Practice, reviewed by María Alejandra Soto; and *Doing Sociolinguistics: A Practical Guide to Data Collection and Analysis*, which was reviewed by Ali Alsaawi. In the same way the articles deal with the construction of identity—in the social media and throughout teacher education programs—, these books explore different facets of the same issue: they intersect EFL teaching and research with national policies, with professional education, citizenship, borders and new media.

In a word, this issue, which we so proudly present, renews our commitment to communication and peace-building in a world where they are very much needed. Let us hope future issues will find us celebrating renewal, growth, fraternity and solidarity.

Darío Luis Banegas and María Susana Ibáñez