

Editorial introduction

With every issue released, we, the AJAL Editorial Team and FAAPI, renew our commitment to developing an open access platform for sharing research and practice in the vast field of applied linguistics.

We concur with Martel and Wang (2015) when they suggest that understanding teacher identity is crucial for creating teacher education opportunities which are contextualised and meaningful. The first article in this issue responds to the vast and growing interest in teacher identity. Based at the University of Bath (UK), Ba-Linh Tran and Hugo Santiago Sanchez explore, through a case study research methodology, the trajectory of two Vietnamese teachers of English to understand identity formation. Qua studies on funds of identity (e.g. Esteban-Guitart & Moll, 2014), the authors show qualitative autobiographical tools which help tap into teachers' biographies, roots, and ramifications.

Our second article responds to a recent addition to the type of submissions accepted by AJAL: the interview-based article. Through an inspiring example of international collaboration, Charles Bazerman and Diana Mónica Waigandt engage in an interview to discuss current issues and implications around the notion of writing across the curriculum with a particular focus on efforts made in the Argentinian context. The article features, what we shall call, an inclusive non-European-centred list of references for it contains the works of several Argentinian academics in the field of academic writing in higher education.

Our third article illustrates classroom activities from Indonesia. Authors Heffy Dianawati and Herri Mulyono, through collaboration between a teacher and a university-based teacher educator, provide an inspiring account of how writing can be promoted among teenage learners through a focus on creativity. Their experience serves as an example of the possible and the doable in ELT classrooms around the world. What is commendable about this practice-driven contribution is the solid rationale which informs such teaching practices.

The fourth contribution is also worth celebrating. It responds to our special call *Collaborative Writing in Teacher Education* to promote the publication of experiences taking place in higher education institutions in Argentina. The aim is to encourage teacher educators to work with their students in the dissemination of their practices

and research interests. In this case, student-teacher Sofia Alejandra Sottani and teacher educator Paola Cossu, from ISFD n° 129 (Buenos Aires) reflect on the importance of developing plurilingual competence in the language classroom. The authors provide ideas and potent concepts which can be explored in different settings.

Last, the issue contains a book review of Maureen Ellis' *The Critical Global Educator: Global Citizenship Education as Sustainable Development*. Routledge kindly sent us a copy of the book which Melina Porto accepted to review for AJAL. In the words of the reviewer, "this book represents a theoretical and empirical contribution to an understanding of global citizenship education as sustainable development and a conceptualisation of the critical global educator."

As a concluding thought, we would like to highlight the collaborative nature of this issue. The articles included represent how researchers and teacher educators based at different institutions can work with their students and other colleagues to promote the dissemination of their projects. This is a timely feature as the [2016 FAAPI Conference held in San Juan](#) dealt with the collaborative and multidisciplinary nature of English language teaching.

Darío Luis Banegas and Raquel Lothringer

References

- Martel, J., & Wang, A. (2015). Language teacher identity. In M. Bigelow & J. Enns-Kananen (Eds.), *The Routledge handbook of education linguistics* (pp. 289-300). New York/Abingdon: Routledge.
- Esteban-Guitart, M., & Moll, L. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, 20(1), 31-48.