

PRESENTATION

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It is an honor for me to present this second issue of the volume 27, 2022, with a collection of 14 articles written in Spanish. This number has a special meaning, since it includes articles from different areas of linguistics, such as teaching languages through ICT, academic writing, press speeches, linguistics, literature, and legal translation, which I will present in the following paragraphs. In addition, it includes a dossier, with a sample of empirical studies written by Colombian teachers from public institutions across the country, within the framework of the program “Research at school and the teacher researcher in Colombia.” This program was promoted by the National Ministries of Education and of Science, Technology and Innovation, and was executed by Universidad de los Andes, Universidad Autónoma de Bucaramanga and The Institute for Educational Research and Pedagogical Development (Instituto para la investigación educativa y el Desarrollo pedagógico — IDEP), and had as its main objective to provide support to Colombian teachers to publish their classroom research in indexed journals.

Let us start with the first ones. They are a compendium of nine cutting-edge articles divided into empirical studies (three), case studies (four), a methodological article and a review. Their authors, from Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador and Spain, lead us to reflect on issues of great relevance and global current affairs. The three empirical studies, for example, draw our attention to the reasons claimed by Spanish students for not connecting their camera during the online classes that occurred during the pandemic (Calvo-Ferrer), the way students from different universities in Ecuador understand academic writing (Boillos & Rodríguez), and factors that affect school student’s reading comprehension at 10 Colombian schools and how this can be leveraged with ICTs (Pérez & Ricardo). Among the four case studies, one highlights the role of the press in activating or deactivating the criticism of public opinion on issues that arise great controversy such as the retirement funds (Campos-Rojas & González-Arias). They also enlighten us on the motivations behind the use of grammatical figures such as the second-person

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singular pronoun “vos” in countries like Bolivia (Castedo et al.) and on the use of archaisms in legal collaboration contracts in English (Hernández). Besides, they show us a way of analyzing classical novels such as the colonial *El Desierto Prodigioso y Prodigio del Desierto*, by Pedro de Solís y Valenzuela (Cadavid-Berrío & Lozada-Gallego). Meanwhile, the methodological article, by Pino-Posada & Jaramillo-Appleby, presents us with a model for the creative reception of literary works such as Alice Munro’s short stories. Finally, the book review, by Spoturno, warns us about the important contributions to the area of translation, namely *Translation and Translingual Literature: Latin Voices in the United States* by M.^a Carmen Africa Vidal Claramonte, published in 2021.

The articles that make up the dossier will be described in more detail in the presentation that accompanies this section by the mentors in charge of accompanying the authors in the process of producing the articles. It is worth saying, however, that its authors, all of them novice researchers, deserve our heartfelt praise. Indeed, although publishing articles written by authors from all corners of the world is always a privilege, publishing articles written by seasoned teachers from our Colombian schools—who, in addition to their multiple teaching tasks, devote time for research in the classroom and for the writing of the reports—is a reason for great joy and emotion.

As is well known by the most accomplished researchers, it is not easy to do research, let alone publish it. This requires much more than knowledge of the area. It takes commitment, tenacity, negotiating skills, patience to go back as many times as necessary, discipline to persevere, a goal-oriented personality, and “tolerance to ambiguity”, among other things.

That is why, today, we want to thank all the authors of this volume: the first nine, who continue to advance the field with their findings in these areas of applied linguistics, and the second five who, in spite of all the complexities of scientific publication, persisted until achieving their goals. For all of them, a big applause and for the second group, a “see you soon.” We hope that you have learned a lot in the process and that this encounter with the nuts and bolts of the profession motivates you to persevere in this task. While it is imperative that we all do research and publish it, it is even more necessary that those who are in greater contact with children and young people of each country, like you, do it. We need you to continue documenting what happens in educational institutions and offering your informed opinion on what and how to change, since you are the ones who have the information first-hand.