https://repository.uaeh.edu.mx/revistas/index.php/icshu/issue/archive

Edähi Boletín Científico de Ciencias Sociales y Humanidades del ICSHu

Publicación semestral, Vol. 15, No. Especial (2026)

Edähi
ISSN: 2007-4581

Presentación Editorial

Hilda Hidalgo-Avilés
Kimberly Marie Muñoz

Teacher Development and Effective Language Teaching Practice

In this special issue of Edähi Boletín Científico de Ciencias Sociales y Humanidades del ICSHu, volumen 15, we bring together research that explores the diverse conditions that shape effective language teaching and learning environments. The idea for this special issue emerged from the Tercer Congreso Internacional de Formación Docente en Lenguas, organized by the Red Internacional de Formación en Docencia de Lenguas, providing an opportunity for researchers to share findings related to language education from multiple perspectives. Language learning environments are dynamic spaces that continually evolve in response to the particular challenges and needs of the contexts in which they are situated.

As researchers and educators, we approach these settings with curiosity, constantly exploring how we can create more meaningful and effective learning experiences for our students. Such experiences are shaped not only by what happens in the classroom, but also by other factors, including institutional, social, cultural and pedagogical conditions, many of which are beyond the immediate control of teachers and learners. Nevertheless, the neverending quest to understand these influences is fueled by a deep commitment to our students, as well as to the complex task of teaching and learning languages.

This special issue is composed of research which represents the desire to better understand and contribute to the language ecosystem in which we live and work. While each language learning setting is unique, there are similar interconnected components which characterize each space. These include teachers' beliefs and professional knowledge, language proficiency, reflective practice, instructional approaches, emerging technologies and institutional conditions. Together, the contributions of this issue offer a more nuanced understanding of teacher development and effective language teaching practices in the language ecosystem.

The first article, "Creencias de autoeficacia evaluativa de docentes de inglés en el marco de la Nueva Escuela Mexicana" focuses on teacher beliefs and professional competence. There is a profound relationship between teacher beliefs and pedagogical integration, particularly in the preparation of pre-service teachers who will increasingly be called upon to respond to evolving educational contexts.

Closely related to teachers' beliefs and professional development is the question of linguistic competence. The second article, "EFL Pre-service Teachers' Perceptions Towards C1 Proficiency: Understanding, Attitudes and Challenges" underscores the importance of strengthening language proficiency, particularly as future language teachers navigate increasing demands for linguistic competence.

Reflective practice continues to be a critical component of the language learning ecosystem as it enables pre-service and in-service teachers to critically examine and refine their teaching practices to promote more effective language learning. The third article, "Pre-service Teachers' Perspective on Written and Oral Reflective Practice: A Case Study" investigates how different modalities for reflection on teaching practices are preferred by pre-service teachers for different purposes.

Moving from teachers' professional characteristics to classroom practice, the fourth article, "Actividades lúdicas en el aula de inglés como segunda lengua, una mirada desde el estudiantado" discusses how leisure activities promote a more meaningful learning of English in the classroom. As language learning environments have evolved from teacher-centered spaces to more student-centered spaces, teachers must consider how to use dynamic instructional strategies to engage their students in the language learning process.

The changing nature of language education also requires us to consider the role of technology. The fifth article, "Critical Digital Literacy and Ethical Reflection in AI-Mediated FLE Teacher Education: Exploring Pedagogical Integration in a Mexican University" highlights both the opportunities and challenges presented by artificial intelligence in language teacher education.

Finally, effective language teaching and learning cannot be understood solely at the level of individual teachers and classrooms; institutional conditions can also influence students' experiences. The research report "Factors associated with student dropout rates in a BA in ELT: An exploratory descriptive analysis from an institutional perspective" contributes to this discussion by highlighting the importance of broader structures in which teaching and learning take place.

As the language learning and teaching ecosystem continues to evolve, so too must our questions as researchers and our practices as educators. May this special edition challenge us to rethink our role as language educators as we engage with different realities and complexities in our own teaching contexts with the ultimate goal of strategically supporting language learners.

Dra. Kimberly Marie Muñoz
Dra. Hilda Hidalgo-Avilés
Guest editors
Pachuca de Soto-Hidalgo, México a 30 de octubre de 2026.