

§ Contributors

Georgina Aguilar-González holds an MA in ELT from Benemérita Universidad Autónoma de Puebla (BUAP) and is currently a doctoral student in the Systems and Educational Environments Program. She is a full-time professor and researcher in the undergraduate degree program in English Language Teaching (ELT) at BUAP. Her research interests are academic and digital literacy, professional development, and mentoring. <https://orcid.org/0000-0002-7639-9084>

Cibelle Amaral Reis has a bachelor's degree in forest engineering from the Federal Rural University of Pernambuco, as well as a master's degree and PhD in forest engineering from the Federal University of Paraná. She worked as a tutor and translator at the Academic Publishing Advising Centre (CAPA) from late 2021 to early 2023. <https://orcid.org/0000-0002-6645-3147>

Natalia Ávila Reyes es profesora asociada en la Facultad de Educación de la Pontificia Universidad Católica de Chile. Se especializa en la escritura a lo largo del ciclo vital, con particular interés en la escritura académica. Editó el volumen *Multilingual contributions to writing research: Toward an equal academic exchange* (The WAC Clearinghouse, 2021) y es Editora General de la Revista Latinoamericana de Estudios de la Escritura. Es miembro fundador de la Asociación Latinoamericana de Estudios de la Escritura en Educación Superior y Contextos Profesionales, ALES y forma parte de la comisión directiva de la International Association for the Advancement of Writing Research, ISAWR. <https://orcid.org/0000-0003-3528-6806>

Laura Knijnik Baumvol é doutora em Linguística Aplicada pela UFRGS, com foco na internacionalização do ensino superior e no uso da linguagem para disseminação do conhecimento. Atuou como pesquisadora visitante na Simon Fraser University (Canadá) com a bolsa Emerging Leaders of America. Atualmente, é professora na University of British Columbia (Canadá), onde ensina pesquisa e escrita acadêmica. Seus interesses de pesquisa incluem práticas linguísticas para produção de conhecimento, discurso acadêmico, popularização do conhecimento, práticas de acadêmicos multilíngues, e internacionalização do ensino superior.

Suzie Beaulieu est professeure au Département de langues, linguistique et traduction de l'Université Laval depuis 2012. Ses travaux de recherche portent sur l'acquisition du français langue seconde en contexte d'immigration. Elle s'intéresse d'une part au développement des habiletés orales des immigrants économiques s'installant dans la région de Québec et au capital linguistique

qui leur ai conféré. D'autre part, elle s'intéresse aux pratiques pédagogiques à mettre en œuvre auprès d'adultes immigrants dont les habiletés en littératie sont émergentes. Elle est membre du CRIFUQ (Centre de recherche interuniversitaire sur le français en usage au Québec) et est coresponsable du Laboratoire de recherche sur les communautés de pratiques langagières (COPRAL). <https://orcid.org/0000-0002-4265-4243>

Felipe Canuto es Doctor en Estudios Mesoamericanos por la Universidad Nacional Autónoma de México. Profesor – investigador en el Departamento de Estudios Culturales, de la Universidad de Guanajuato, campus León. Cuenta con los reconocimientos del Sistema Nacional de Investigadores del CONACyT (nivel I) y el Perfil Deseable para Profesores de Tiempo Completo de la SEP. Ha realizado estancias académicas en instituciones mexicanas y del extranjero. Sus líneas de investigación son las literaturas en lenguas indígenas de México y la sociolingüística indomexicana de las que ha publicado libros, capítulos y artículos en revistas nacionales e internacionales. <https://orcid.org/0000-0002-1874-4169>

Lucía Céspedes es Licenciada en Comunicación Social, Especialista en Comunicación Pública de la Ciencia y Periodismo Científico, y Doctora en Estudios Sociales de América Latina por la Universidad Nacional de Córdoba, Argentina. Actualmente se desempeña como investigadora en el consorcio editorial *Érudit* y en la Universidad de Montréal, Canadá, donde es miembro de la Cátedra UNESCO sobre la ciencia abierta y la *Chaire de recherche du Québec sur la découvrabilité des contenus scientifiques en français*. Sus temas e intereses de investigación conjugan la sociolingüística, los estudios sociales de la ciencia y la tecnología y las comunicaciones científicas a fin de analizar procesos de producción, circulación, apropiación y apertura del conocimiento científico. <https://orcid.org/0000-0001-5896-3377>

Tatiana Chiquito-Gómez is an independent scholar and one of the Associate Chairs for the Literacies in Second Languages Project (LSP) research lab. Tatiana has a bachelor's degree in English-Spanish Education and a master's degree (Honors) in Literature, both from Universidad Pontificia Boliviana-Medellín. Her research continues to explore the use of culturally relevant pedagogy and critical literacy as part of her instructional practices while helping to write different articles and research proposals at LSP. <https://orcid.org/0000-0001-6551-3147>

Laura Colombo, o Violeta como muchos la llaman, es maestra especializada en educación primaria, licenciada y profesora en Ciencias de la Educación, magíster en Comunicación Intercultural y doctora en Lenguaje, Literacidad y Cultura. Investigadora Adjunta del Consejo Nacional de Investigaciones Científicas y Técnicas, con sede en Instituto de Lingüística de la Facultad de

Filosofía y Letras de la Universidad de Buenos Aires. Posee 26 años de experiencia docente en el nivel primario, secundario, superior (universitario y no universitario) y posgrado. Tomando aportes de teorías socioculturales y estudios sobre literacidad, desde hace dos décadas, enseña e investiga la enseñanza y el aprendizaje de la escritura académica en primera y segunda lengua en el posgrado y mas allá. <https://orcid.org/0000-0001-6026-4436>

James N. Corcoran is an associate professor in the Department of Languages, Literatures, and Linguistics at York University in Toronto, Ontario, Canada. He teaches in the ESL, TESOL, and applied linguistics programs. James' area of research is the politics and practices of languages for specific purposes; he has published widely on these topics, including two edited volumes with the WAC Clearinghouse (this one and a forthcoming one entitled, *Global Academic Publication and Dissemination in Fast-changing Times*, co-edited with Catalina Nečulai and Bojana Petrić). <https://orcid.org/0000-0001-7312-3720>

Lorena Córdova-Hernández es doctora y maestra en antropología por el Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS) y licenciada en antropología lingüística por la Universidad Veracruzana. Es profesora investigadora de la facultad de idiomas en la Universidad Autónoma “Benito Juárez” de Oaxaca (UABJO). Pertenece al Sistema Nacional de Investigadoras e Investigadores de Conahcyt (nivel 1) y es parte del Cuerpo Académico en Lingüística Aplicada Crítica. Ha publicado en diversos libros y revistas nacionales e internacionales. <https://orcid.org/0000-0002-2681-7102>

Andrea Custer H. Clarke is an asinīskāwiskwīw (Rock Cree woman) from Peter Ballantyne Cree Nation, specifically wapāwikoscikanihk (Pelican Narrows). With roots in the māhtāwī-sīpiy (Churchill River) and Sturgeon Weir River (namīwi-sīpiy) systems, Andrea's heritage is deeply connected to traditional harvesting and land use. Andrea is also deeply committed to language revitalization. She was the program coordinator for the Indigenous Languages Program at the First Nations University of Canada and teaches Cree. Andrea holds a B.A. in Indigenous Studies, a B.Ed. with a minor in Cree, and an M.Ed. in Indigenous Land-Based Education. She began her Ph.D. in Indigenous Language Revitalization at the University of Victoria in 2023. Andrea is married to Randy Clarke, a fluent Cree speaker and traditional harvester, and is a mother of five. <https://orcid.org/0000-0001-6422-0633>

Belinda (kakiyosēw) Daniels is from pakitahwākan sakahikan – Sturgeon Lake First Nation, Saskatchewan. She is a lifelong learner of nēhiyawēwin, a pioneer in language and land-based immersion, but more importantly, she is a mother, wife, grandmother, auntie, sister, warrior, and helper of Indigenous

Languages. Now she is a faculty member with the University of Victoria and founder of a not-for-profit organization called *nēhiyawak Language Experience*. *kakiyosēw* holds a Ph.D. from the University of Saskatchewan, Interdisciplinary Department. She was recently awarded the University of Saskatchewan Alumni 2023 Lifetime Achievement Award for her lifelong work in Indigenous language revitalization. The Canadian Teachers Federation also awarded her the Outstanding Indigenous Educator Award of 2015, and The Federation of Sovereign Indigenous Nations has recognized her for her exceptional work in Indigenous Language revitalization. <https://orcid.org/0000-0003-0254-6405>

Thais Deschamps is Adjunct Professor at the Federal University of Technology of Paraná in Ponta Grossa, where she is responsible for academic writing courses for the sciences and engineering. During her doctorate in linguistics at the Federal University of Paraná, she worked as a tutor, translator, and, later, vice-director at the Academic Publishing Advising Centre (CAPA) from 2020 to 2023. <https://orcid.org/0000-0001-9066-9792>

Fátima Encinas holds a Master of Arts degree in English Language Teaching from the University of Aston. She has coordinated pre-service and in-service ELT programs at the IBERO-Puebla and the Benemérita Universidad Autónoma de Puebla (BUAP). Her research interests are literacy and English teacher professional development and trajectories. <https://orcid.org/0000-0003-0818-4310>

Russell Fayant is Michif from the Qu'appelle Valley in southern Saskatchewan. He is descended from Red River Metis buffalo hunters who settled in the Qu'appelle and formed the road allowance community of Katepway. Russell is a Michif language teacher and is learning and is driven to learn, preserve, and share the Michif language. He is a graduate of the Saskatchewan Urban Native Teacher Education Program, where he now instructs courses in Metis history, Metis epistemology, Indigenous science, and Michif language. He holds an M.Ed. in Curriculum and Instruction, and his research interests include Michif history, Indigenous language revitalization, and Metis identity. <https://orcid.org/0000-0002-4439-9741>

Kyria Finardi is a Senior Lecturer in the Department of Languages, Culture and Education (DLCE) and post-graduate program of Education (PPGE) of the Federal University of Espírito Santo (UFES), in Vitória, Brazil. President of the International Association of Applied Linguistics (AILA) 2024-2027 and co-creator and coordinator of the Iberoamerican Association of Applied Linguistics (AIALA). For more info visit <https://www.kyriafinardi.com>. ORCID: <https://orcid.org/0000-0001-7983-2165>

Juliana Fogiato Rodrigues has a bachelor's degree in Brazilian and English literature and language studies, and linguistics, with an emphasis

in translation studies, at the Federal University of Paraná. She worked as a tutor and translator at the Academic Publishing Advising Centre (CAPA) between the middle of 2020 and the beginning of 2023. <https://orcid.org/0000-0001-7301-7856>

Cláudio França é mestre em Biblioteconomia pela Universidade Federal do Estado do Rio de Janeiro (Unirio). É estudante de doutorado vinculado ao Programa de Pós-graduação em Educação da Universidade Federal do Espírito Santo (Ufes). Atua como bibliotecário na Biblioteca Central da Ufes, com atividades de apoio à pesquisa. Suas áreas de interesse contemplam comunicação científica, avaliação da produção científica, indicadores e métricas de produtividade científica, internacionalização da produção científica e educação superior. <https://orcid.org/0000-0002-6440-4421>

Sarah Frances Gordon is the Executive Editor of *Psicología Iberoamericana*. She holds advanced degrees in Psychology and Industrial Psychology, including a master's from the University of KwaZulu-Natal and a PhD from the University of Cape Town, where her research made important contributions to understanding trauma and violence against women in South Africa. After completing a postdoctoral fellowship in political science and gender at the University of Stellenbosch, she moved to Mexico. Her research focuses on health psychology, trauma, politics, and gender violence. With a background in development work in South Africa, she now specializes in academic writing and scientific publishing and works in the Department of Psychology at Universidad Iberoamericana. <https://orcid.org/0000-0001-5131-8519>

Maria Eduarda Goulart Magalhães Pinto is an undergraduate student of literature and linguistics in Portuguese at the Federal University of Paraná. She worked as a tutor and translator at the Academic Publishing Advising Centre (CAPA) from late 2021 to early 2024. <https://orcid.org/0000-0002-7027-6059>

Felipe Guimarães é doutor em Linguística (PPGEL) pela Universidade Federal do Espírito Santo (UFES/Brasil) e em Humanidades e Línguas (DHH) pela Universidad Pablo de Olavide (UPO/Espanha), apoiado pela CAPES. Também fez pós-doutorado em Linguística Aplicada na Universidade Estadual de Londrina (UEL/Brasil), apoiado pelo CNPq. Atua no Departamento de Línguas e Letras (DLL/CCHN/UFES) e na Divisão de Línguas (DL), da Secretaria de Relações Internacionais (SRI) da Ufes. Além disso, é membro do grupo de trabalho sobre Políticas Linguísticas da Associação Brasileira de Educação Internacional (FAUBAI) e da Rede Andifes IsF. Seus atuais temas de pesquisa incluem políticas linguísticas, internacionalização, comunicação intercultural e multilinguismo no ensino superior. <https://orcid.org/0000-0001-6184-3691>

Eliana Hirano é professora e pesquisadora no departamento de Educação na Berry College. Possui mestrado em linguística aplicada pela Pontifícia Universidade Católica de São Paulo e doutorado em linguística aplicada pela Georgia State University. Na Berry College, ela também é diretora do programa de ensino de inglês como língua estrangeira e do Centro de Excelência em Ensino e Formação de Professores. Entre outros temas, sua pesquisa explora a experiência de alunos refugiados no ensino superior e o uso do inglês para fins de publicação e pesquisa. <https://orcid.org/0000-0002-3670-6617>

Ingrid Jasor is a PhD candidate in Education from Université du Québec à Montréal (UQAM) and Language Science/Linguistics from Université des Antilles in Guadeloupe, a Caribbean Island she calls home. Her research topics are centered around bilingualism and plurilingualism in language minoritization contexts, minoritized language valorization and revitalization, as well as critical approaches to additional language teaching-learning. She is also an English and French as an additional language teacher and an avid language learner. Apart from her native French and Kréyòl-Gwadeloup languages and English, she is currently practicing Spanish, working on getting back to Arabic (FusHa) and is now honored to be learning Innu-aimun and nēhiyawēwin (Plains Cree) Indigenous languages. <https://orcid.org/0009-0002-6724-2023>

Rubina Khanam is a sessional instructor in the Faculty of Education at the University of Regina in Saskatchewan, Canada. She was born and raised in Bangladesh. She calls Regina her home now. She teaches pre-service teachers in the areas of multilingualism in schools, second language pedagogy, cross-cultural teaching strategies, and social justice issues. Her doctoral dissertation examines English language planning and policy in Bangladesh as a postcolonial context. Her research interests include language policy and planning, southern multilingualism, second language acquisition, and multilingualism. <https://orcid.org/0000-0001-9411-6052>

Mario E. López-Gopar es doctor en Educación de Segundo Idiomas por el Institute for Studies in Education of the University of Toronto, Canadá. Profesor investigador en la Facultad de Idiomas de la Universidad Autónoma “Benito Juárez” de Oaxaca. Es líder del Cuerpo Académico de Lingüística Aplicada Crítica. Pertenece al Sistema Nacional de Investigadoras e Investigadores de Conahcyt. Ha publicado en libros y revistas nacionales e internacionales. <https://orcid.org/0000-0001-5121-3901>

Zeina Maatouk est détentrice d’une maîtrise en didactique des langues de l’Université du Québec à Montréal où elle poursuit présentement ses études doctorales. Elle enseigne le français langue seconde à des apprenants adultes et elle a également travaillé sur la conception de matériel pédagogique pour le français sur objectifs universitaires. Elle s’intéresse à tous

les aspects des approches plurilingues et critiques, et plus spécifiquement aux croyances des enseignants, en formation et en service. <https://orcid.org/0000-0003-3828-0047>

Lucas Marengo possui formação e experiência na área de Letras, com licenciatura dupla em português e inglês e suas literaturas. Foi bolsista de Iniciação Científica, investigando a internacionalização nas universidades brasileiras. No mestrado, estudou a relação entre áreas do conhecimento e a aplicação do EMI. Atualmente, é doutorando em Linguística Aplicada no PPGLet da UFRGS, estudando publicação acadêmica e a implementação do Inglês como Meio de Instrução (EMI) no Ensino Superior. Foi professor temporário no curso de graduação em Letras da UFRGS nas disciplinas de língua inglesa.

Ian Martin possui graduação em Modern History and Modern Languages pela University of Toronto (1966), mestrado em Slavic Languages and Literatures pela University of Toronto (1967) e doutorado em Department of Slavic Languages and Literatures pela University of Toronto (1974). Atualmente, é Associate Professor no English Department and member of the graduate faculty at Glendon College, York University. <https://orcid.org/0000-0002-3698-8116>

Ron Martinez possui doutorado em inglês com ênfase em linguística de corpus pela Universidade de Nottingham e mestrado em linguística aplicada e aquisição de segunda língua pela Universidade de Oxford. Entre 2016 e 2022, ajudou a criar dez diferentes centros de escrita no Brasil que apoiam alunos e professores a publicarem suas pesquisas internacionalmente. Atualmente, ele é professor no Programa de Pós-graduação em Letras da Universidade Federal do Paraná (UFPR) especializado em pesquisa sobre comunicação científica e letramento acadêmico em língua inglesa no Sul Global.

Ligia Medina has a bachelor's degree in French literature studies from the Federal University of Paraná and is currently pursuing her master's degree at the Université de Montréal. She worked as a tutor and translator at the Academic Publishing Advising Centre (CAPA) from 2021 to 2022. <https://orcid.org/0000-0002-5322-3174>

Arturo Mendoza Ramos es Maestro en Lingüística Aplicada y doctor en Lingüística por la Universidad Nacional Autónoma de México. De 2018 a 2022, fue director del Centro de Estudios Mexicanos de la UNAM en Sudáfrica. Sus líneas de investigación incluyen la escritura académica, evaluación y certificación de lenguas extranjeras, y el aprendizaje combinado en entornos virtuales. Además, da cursos en la Licenciatura en Lingüística Aplicada y dirige trabajos de grado en la Especialización en Enseñanza de Español como Lengua Extranjera de la UNAM. Es vicepresidente de la Asociación

de Hispanistas del Sur de África. Ha organizado coloquios y escrito libros pedagógicos para la enseñanza y certificación de español como lengua extranjera. También ha diseñado y dirigido cursos de escritura académica para estudiantes de posgrado. Profesor titular “A” tiempo completo. <https://orcid.org/0000-0002-4899-0352>

Carolina Mirallas es profesora de Inglés y especialista en docencia universitaria por la Universidad Nacional de Cuyo, magíster en inglés con orientación en lingüística aplicada por la Universidad Nacional de Córdoba, y doctoranda en lingüística por la Universidad de Buenos Aires. Es profesora responsable de “Gramática y Discurso” y “Teorías del Lenguaje” del Profesorado Universitario en Letras, Facultad de Ciencias Humanas, Universidad Nacional de San Luis. Dirige un proyecto de investigación en esta institución. Sus intereses se centran en la lectura y la escritura académica en español, y la escritura científica en inglés. Su trabajo de tesis doctoral indaga acerca de los recursos interpersonales que usan los escritores de artículos de investigación para posicionarse autoralmente. <https://orcid.org/0000-0002-0267-3220>

Kátia Monteiro possui doutorado em Linguística Aplicada com ênfase em escrita de alunos de inglês pela Georgia State University e mestrado em TESOL (Teaching English to Speakers of Other Languages; Ensino de Inglês para Falantes de Outras Línguas) pela California State University Long Beach. Embora muitas de suas publicações estejam na área de processamento de linguagem natural, Kátia possui uma gama diversificada de trabalhos, incluindo pesquisas nas áreas de aquisição de segunda língua e inglês para fins de publicação e pesquisa. <https://orcid.org/0000-0002-3462-7085>

Raúl Alberto Mora [él/he/han/ele/il/on] is an associate professor at the Ph.D. Program in Education at Universidad Pontificia Bolivariana (UPB), where he chairs the Literacies in Second Languages Project research lab. He is also a visiting professor at the Ph.D. in Education program (ELT Emphasis) at Universidad del Valle. Among other topics, his research explores the characterization of second-language literacies in city spaces and gaming communities, the pedagogical implementation of literacies theory in second-language education, and AI literacies conceptualization and implementation from a historically proactive perspective in education and language teaching. Dr. Mora currently teaches remotely from Trondheim, Norway. <https://orcid.org/0000-0003-0479-252X>

E. Viviana Oropeza Gracia es Maestra en Lingüística Aplicada y doctora en Lingüística por la Universidad Nacional Autónoma de México. Sus líneas de investigación incluyen la escritura académica y la adquisición del lenguaje en L1 y L2. Ha impartido clases en el programa de la Maestría en

Lingüística Aplicada en la UNAM, así como en el programa Especialización en Enseñanza de Español como Lengua Extranjera de la UNAM, en el que también ha dirigido trabajos terminales de titulación. Ha organizado coloquios e impartido cursos especializados de escritura académica en inglés para alumnos de posgrado. Profesora titular “A” tiempo completo. <https://orcid.org/0000-0002-4670-5466>

Fiona Patterson holds a doctorate ('24) in Études francophones from Glendon College, the bilingual campus of York University. As a plurilingual teacher and emerging scholar, she is interested in how language(s) shape identity and the interplay of language repertoires during acquisition of an additional language. With a background in sociolinguistics, she is currently studying language use online, and her doctoral dissertation is a variationist analysis of Québécois French in the public spaces of Facebook. <https://orcid.org/0000-0001-8945-3505>

Caroline Payant est professeure titulaire au département de didactique des langues de l'Université du Québec à Montréal. Elle se spécialise dans l'enseignement et l'apprentissage des langues additionnelles dans une perspective plurilingue. Ses recherches portent sur la façon dont les apprenants et les utilisateurs plurilingues mobilisent leurs ressources pour créer du sens dans divers contextes de communication : <https://sites.google.com/view/carolinepayant/> <https://orcid.org/0000-0003-2455-9864>

Elisabeth L. Rodas es licenciada en Comunicación Social y magíster en la Enseñanza del Inglés. Se desempeña como docente de inglés en el Instituto Universitario de Idiomas de la Universidad de Cuenca, Cuenca, Ecuador; además es miembro del Programa de Lectura y Escritura y del grupo de investigación en Escritura Académica. Es Jefe Académico General del Programa de Inglés y Programas Internacionales del Centro de Estudios Interamericanos, CEDEI, Cuenca. Tiene más de quince años de experiencia en la enseñanza de inglés y la administración de programas. En los últimos ocho años ha desarrollado investigación en escritura académica de estudiantes y docentes universitarios. <https://orcid.org/0000-0002-6518-6243>

Simone Sarmiento é professora do Instituto de Letras da Universidade Federal do Rio Grande do Sul (UFRGS). É doutora e mestre em Estudos da Linguagem pela UFRGS e também mestre em Linguística pela Lancaster University. Exerceu cargos como a vice-presidência do Programa Idiomas sem Fronteiras (MEC), a coordenação do Programa de Pós-Graduação em Letras (UFRGS) e a presidência da Associação de Professores de Inglês do Rio Grande do Sul (APIRS). Foi professora visitante na Faculdade de Educação da Universidade de British Columbia e na Universidade de Lisboa. Os seus principais interesses de pesquisa são na área da Internacionalização,

Inglês para Fins Acadêmicos, Políticas Educacionais Linguísticas e Formação de Professores. É bolsista de produtividade do CNPq. <https://orcid.org/0000-0003-1405-3982>

Elena Sheldon is a senior lecturer in the Faculty of Arts and Social Sciences, University of Technology Sydney (UTS), where she coordinates and teaches “Spain In-country Study” and coordinates and teaches in the Spanish Language program. Her research interests include applied linguistics, discourse analysis, second language acquisition, genre theory from the perspective of Systemic Functional Linguistics, and academic writing for publication. She has published several articles in elite journals such as *Journal of English for Academic Purposes*; *Journal of English for Specific Purposes*; *Journal Ibérica*; *Journal of English for Research Publication Purposes*; and *Journal of Language, Context, and Text*. In 2018, she published the book *Knowledge Construction in Academia: A Challenge for Multilingual Scholars*. <https://orcid.org/0000-0001-8526-2939>

Andrea Sterzuk is a white settler Canadian who grew up in an English-speaking home in rural Saskatchewan. Prior to her academic career, she worked as a public-school teacher in rural Saskatchewan as well as in the Canadian arctic. She is currently a professor in the Faculty of Education at the University of Regina as well as the Associate Vice President, Research. Her overarching research interest is the relationship between settler-colonialism and language. <https://orcid.org/0000-0002-4471-0923>

Reninni Taquini é mestra em Educação pela Universidade Federal do Espírito Santo (Ufes). É estudante de doutorado vinculada ao Programa de Pós-graduação em Educação da Ufes. Seus atuais temas de pesquisa incluem internacionalização do ensino superior e políticas linguísticas.

Eva Estefania Trujeque-Moreno has a Master of Arts in English teaching from Benemérita Universidad Autónoma de Puebla (BUAP). She has been teaching, researching, coordinating, and collaborating to develop academic projects in English Language Teaching (ELT) for 10 years at the Complejo Regional Nororiental BUAP in Teziutlán, Puebla, México. She has also been in charge of the Evaluation and Continuous Education departments at BUAP. Her published and cited publications explore authorship development, collaboration practices and networking among Mexican EFL teacher-researchers, and English for specific purposes at her university. She is interested in helping students and teachers develop professional communication skills in English. <https://orcid.org/0000-0002-5580-7659>

Bernardo Turnbull, Editor-in-Chief of *Psicología Iberoamericana*, brings a solid academic foundation to his role with a bachelor's degree in social psychology from Universidad Autónoma Metropolitana Iztapalapa, a master's degree

in clinical psychology from Chapman University, and a Doctorate in Social Sciences from the University of Sussex. His extensive experience includes over a decade of research at the Unidad de Investigación en Epidemiología Nutricional at Centro Médico Nacional Siglo XXI, focusing on public health nutrition in Mexico. Alongside his research, Dr. Turnbull actively engages in community psychology, teaching, and publishing in health psychology. He is currently a full-time professor in the Department of Psychology at Universidad Iberoamericana. <https://orcid.org/0000-0001-9663-913X>

Diana M. Waigandt es docente-investigadora de la Universidad Nacional de Entre Ríos (UNER). Integra el Grupo de Investigación y Desarrollo en Enseñanza de la Ingeniería (GIDEI) de la Facultad de Ingeniería (FI-UNER). Representa a la UNER en los Núcleos Disciplinarios “Educación para la Integración” (NEPI) y “Enseñanza de Español y Portugués como L2/LE” (PELSE) de la Asociación de Universidades Grupo Montevideo (AUGM). Es co-directora de la Revista Digital de Políticas Lingüísticas (RDPL-AUGM). Es co-fundadora de la Red Argentina de Instituciones Lectoras y Escritoras de Educación Superior (RAILEES). Sus áreas de interés son la pedagogía de las prácticas letradas, especialmente en ingeniería, y la enseñanza de inglés para investigar y publicar. <http://orcid.org/0000-0002-9925-9957>

Pedro Fernando Wiesel is an undergraduate student of psychology at the Federal University of Paraná, and an undergraduate student of analysis and development of systems at the Pontifical Catholic University of Paraná. He worked as a tutor and translator at the Academic Publishing Advising Centre (CAPA) from late 2021 to early 2023, before returning as a tutor and translator in late 2023. <https://orcid.org/0000-0002-8725-8834>

Michael Zuniga est professeur au Département de didactique des langues de l'Université du Québec à Montréal. Ses recherches portent sur le rôle de la cognition et des émotions dans l'apprentissage d'une langue seconde. Il s'intéresse à la façon dont les tâches linguistiques et les pratiques des enseignants interagissent avec les expériences émotionnelles des apprenants en classe et à la façon dont ces émotions, à leur tour, interagissent avec l'apprentissage et les performances linguistiques. Ses travaux ont été publiés dans diverses revues, telles que *The Modern Language Journal*, *System* et le *Journal of Psycholinguistic Research*. Il est co-rédacteur en chef de *La Revue de l'AQEFSL* depuis 2019, une revue dédiée à la publication d'articles scientifiques en français sur des sujets liés à l'apprentissage et à l'enseignement du français langue seconde. <https://orcid.org/0000-0003-0887-3079>