

Presentación

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The field of TESOL (Teaching English to Speakers of Other Languages) is continually evolving, socially, culturally, and pedagogically. In response to these dynamic challenges, teacher professional learning (also called professional development) has evolved alongside the field; though, such professional development tasks have faced criticism for failing to be grounded in specific contexts. For instance, teachers across the globe face challenges in adapting to diverse student backgrounds, addressing differing language proficiency levels, and integrating culturally relevant materials into their instruction.

However, their specific contexts (such as urban/rural, socio-economic divides, infrastructure, and policy environments) mediate their experiences and how they imagine possible changes. In this special issue, which features articles from Uruguay, the United States of America, Argentina, Chile, Colombia, and Vietnam, we present models of teacher professional learning, which are sustainable, responsive, and critically oriented with the goal of contributing to the conversation of what kinds of supports work, for whom, and in which contexts.

This special issue opens with the article "Experiences of Professional Development and Learning for K-12 English Language Teaching Professionals" in which Luciana C. de Oliveira emphasizes that ongoing professional development is essential throughout a teacher's career. de Oliveira describes two US-based programs in Colorado and Maryland focusing on a functional approach to language development aligned with WIDA standards. Her work highlights the importance of contextualized professional development and learning (PDL) activities guided by core principles that provide support for teacher's work on a functional approach to language development.

Next, Gabriel Diaz Maggioli's article *"Exploring Reticence to Write in L2: Notes for Teachers' Professional Development"* investigates Uruguayan secondary EFL teachers' beliefs about students' reluctance to write in English. Through a survey-based study, the article shows that most of the students in the sample lack the confidence, vocabulary, and practice in the early stages of writing in L2, which affects their willingness to produce written work. Although teachers in the study use a variety of process-oriented approaches to writing instruction, but they feel constrained by limited time and the curriculum demands. These results may suggest the need for more structured writing instruction and specific interventions in the curriculum. In terms of professional development, the study also reveals that a significant proportion of teachers in the sample do not feel prepared to teach writing, highlighting the importance of designing and conducting specialized workshops on writing pedagogy.

Cory Buxton, Francisca Marrs Belart, and Diana Crespo-Camacho present a community- and place-based teacher professional development model in their article *"'Smart forestry' as a Community-Based Teacher Professional Learning to Support ESOL Practices"*. This innovative framework integrates content-area language skills with science and STEM education through locally relevant topics. The project demonstrates how teachers can build cultural connections while strengthening language and science instruction simultaneously, emphasizing the importance for content teachers to incorporate language development into their practice.

The study *"Social Relevance of EFL Digital Resources: Cultural, Linguistic, Pedagogical, and Semiotic Perspectives"*, developed by Wilder Yesid Escobar-Alméciga, Claudia Ortiz-Yee, and Daniel Hernando Rojas-Rodríguez explores the cultural, linguistic, pedagogical, and semiotic dimensions of a digital platform used for an undergraduate Bilingualism and Bilingual Education program in Colombia. Findings highlight that multimodal analysis helps future teachers identify areas for improvement, such as balancing visual and verbal cues. However, the platform often reinforces stereotypes and lacks intercultural engagement, limiting authentic language learning experiences, which points to the need for more culturally inclusive digital resources.

Max Vazquez Dominguez, Winnifred Namatovu, Sheri Hardee, and Romola Bernard, in their article *"Bridging Bilingual Teacher Preparation to Professional Development in Science and Engineering Education"* describe how bilingual educators in the United States co-designed a summer program emphasizing culturally and linguistically sustaining pedagogies for teacher professional learning. The program leverages teachers' assets, promotes reflective practice, and fosters collaboration, effectively bridging preservice training and in-service teaching practices. This approach aims to promote sustainable, equitable, and culturally relevant science and engineering instruction, empowering teachers to effectively leverage students' linguistic and cultural assets. The study also highlights how teacher collaboration and reflection are important forces for translating theory into classroom practice, ultimately enhancing educational outcomes in diverse settings.

"EFL Teacher Education: Exploring Professional Growth through Padlet and Reflection Integration", an article written by Hà T. V. Nguyễn and Quang Nam Pham, explores how implementing Padlet and reflective practices in a TESOL Master's program impacts student teachers' professional development. The study collected data from 14 student teachers, and the findings indicate that this pedagogical approach

positively influences student-learning experiences, enhances collaboration, and contributes to the development of their TPACK and teacher identity.

In their article, *"Conducting Online Courses for the Professional Development of English Teachers: Integration of Synchronous and Asynchronous Components"*, Cristina Banfi, Analía Esquerré, and Monica Frenzel highlight important design choices for a successful synchronous/asynchronous online English teacher training course. The authors argue that design should include activities that explicitly give teachers opportunities to implement new practices and strategies into their pedagogies. For instance, training should provide a space for teachers to grow professionally in both pedagogy and language through hands-on practice, collaboration with other teachers and experts, and structured reflection. Additionally, training should take into account practical use of technology based on Universal Design principles and responsive to the diverse needs and backgrounds of both teachers and students. Professional development design should also incorporate a plan for formative and ongoing assessment.

In the final article *"Sustainable Strategies in ESOL Teacher Development: Connecting Theory, Practice, and Community"*, I highlight the urgent need for ongoing, contextually relevant professional growth that bridges theory and practice amid a rapidly evolving educational landscape. Driven by increasing linguistic diversity, unique challenges across rural and urban settings, ESOL demands innovative approaches such as place-based programs, community involvement, culturally responsive pedagogy, and digital competency. Effective professional development must be sustained, collaborative, data driven, and adaptable, fostering a culture of continuous improvement supported by policy, reflection, and research. The importance of understanding teachers' perceptions, addressing diverse learner needs, and leveraging communities of practice and inquiry amplifies the impact of well-designed initiatives.

The contributors in this collection believe that, by connecting theory and practice, promoting collaboration, and celebrating the local, teacher education can be a lifelong, continuous process that is sustainable, invigorating for teachers, and beneficial for multilingual students. I am delighted to serve as the guest editor for this collection, to share these articles, and to continue the conversation in an effort to further support teachers. I hope readers find in these narratives the power of current practice alongside the challenges of future ESOL teacher professional learning, both of which are vital to building a strong foundation for dynamic and inclusive school communities that are ready to meet the needs of multilingual learners worldwide.