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Editorial

Supplemental Issue: Language Teaching Worldwide*

Journals tend to be regional in the sense that their readership usually focuses on its own personal scope. For instance, it is hard to find a truly international journal with papers from many different countries. However, this time *Profile: Issues in Teachers' Professional Development* journal has made a major effort to obtain valuable contributions from beyond the South American continent. In fact, this special issue brings together a number of very appealing topics which reflect on a common tendency. There is a clear orientation towards technology-based language teaching which can be seen in many parts of the world. This is the case of Coskun's paper on a novel approach to complementing classroom presentations through the Pecha Kucha style (<http://www.pechakucha.org/>), which makes long presentations accessible and controllable in the classroom. The paper is especially appealing because it also addresses collaborative and online language learning with which to prepare presentations as a group. Thus, the focus of the learning process is given to the students. This is precisely the case of Amengual-Pizarro and García-Laborda and of Valencia Robles, who address the impact of a relatively new exam (APTIS) on students' perceptions of its usability. Valencia Robles concludes that in computer-assisted language testing it is equally important to be familiar with the test delivery system as it is to be familiar with the tasks themselves. Familiarity is also a key matter for Nuket Gunduz and Deniz Ozcan in the optimal use of Moodle for learning. Next, Esen Sucuoğlu examines the perceptions of English language teachers regarding contemporary language teaching techniques. Another quite appealing article is one by Hmidani on teaching the English temporal system to Arab English learners. Two other interesting articles close this monograph, one with a revision of the bibliography in Scopus regarding mobile language learning and the other on foreign languages and gifted children.

All in all, these articles make up a valuable volume on realities that are somewhat different from those usually attributed to the *Profile* journal readership. As the editor of this volume I think the articles will surely be of great interest to a very large audience.

Note: These articles are enlarged, unpublished versions of papers delivered at the following conferences: 4th Global Conference on Linguistics and Foreign Language Teaching (LINELT-2017; Antalya, Turkey); 9th World Conference on Educational Sciences

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(WCES-2017, Nice-France); and 7th World Conference on Learning, Teaching, and Educational Leadership (WCLTA 2017, Budapest-Hungary). The organizers would like to express their gratitude to the editors of *Profile* journal for the opportunity to share this knowledge and work with its readership. All of these papers have been subjected to triple peer review and scanned with Turnitin.

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Guest Editors