

Editorial

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These are times when upgrades, changes, and new ideas in English language education seem to gain more and more terrain within routinary or established manners of doing and being in this field. Movements and turns that started to walk among the big ideas since the beginning of this century are now more visible and considered as possible forms of knowing and being. This has made English language researchers look more into themselves and around their own contexts.

In this new issue of HOW Journal, we present five research articles that give evidence of a deeper exploration of unconventional looks. In the first, Diego Ubaque-Casallas and Harold Castañeda-Peña present a study on non-normative corporalities, transgender and blind identities, of an EFL student teacher in Colombia. These authors sustain the idea of identity as multiple and fluid; however, they demonstrate that it is molded from experiences that modify or reconstruct the self of an individual. The study revealed how the notion of gender/disability is contested when the idea of transgender/blind works as a personal mechanism.

In the second research article, Rigoberto Castillo and Laura-Stefany Flórez-Martelo contribute to the study of English language learners; but in this time, they present a case study that looks into the inclusion perspectives and retrospectives of three hard-of-hearing students' during their schooled EFL learning. From the participants' autobiographical writings and a set of interviews with them, these authors state valuable insights about the way hard-of-hearing learners of English perceive this process. A call for truly inclusive policies and practices about hard-of-hearing individuals and their learning perspectives is remarkable in the article.

In the third research article, Juan Carlos Montoya López, Aida Vanessa Mosquera Andrade, and Oscar Alberto Peláez Henao present a narrative inquiry about the incorporation

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of policy agency within the construction of five pre-service teachers' identity during their academic practicums. This turn of studying identity construction in student teachers broadens the panorama of the multiple aspects that should be considered in English language teacher education. These authors illustrate how the participants' critical reflections on and decision making from the current language policy regulate their pedagogical practices, contributing to the construction of their identities as language teachers. This study also poses challenges to language teaching programs to build a micro-political agency supported on solid theoretical knowledge.

The fourth research article presents a study that uses a different angle, the self-determination theory, to assess the levels of attitude and motivation that tenth-graders at a public school in Bogotá manifest during their English language classroom activities. The authors, Yendli Soranny Molina Leal and Paola Lizeth Peña Cerón, demonstrate that the participating students express distinctive levels of motivation and attitude to four different types of classroom activities. Motivation has varied levels of perceived competence that contrasts with attitude, which shows low levels of pressure and tension.

Finally, Kobra Ghayebi and Parisa Farrokh, in the fifth research article in this current issue, present a quasi-experimental study that investigates the possible effects of speech acts strategies on Iranian beginner and intermediate English as a foreign language learners' speaking ability. The study also aims to see a possible relation between the development of this ability and the learners' gender. In the findings, these authors state that, after a series of awareness-raising activities on speech acts, the participants demonstrate better speaking abilities regardless of their gender.

In this new issue of HOW Journal, we also present three reflection articles that include day-by-day more considered movements and turns towards knowing and being in context. In the first, Astrid Núñez Pardo enquires into three aspects of coloniality -knowledge, power, and being- that are present in English as a foreign language textbooks in Colombia. The research proposal that this author proposes from her inquiries aims at unveiling the ontological, epistemological, and power criteria that may orient the development of other contextualized materials that embrace the voices of Colombian teachers, authors, and experts.

8 In the second reflection article, Frank Giraldo explains how a series of statistical calculations can be used meaningfully to examine test scores and assessment decisions in the language classroom. This author discusses limitations and recommendations for teachers to use, basically, criterion-referenced assessment in the language classroom. In the last reflection article in this current issue, Razieh Gholaminejad reviews the currently-used Paul Nation's word classification system of academic vocabulary in English. This author deliberates the fact that the system has sacrificed function for form in the lexical layers, as it equates academic words with high-frequency words and lacks an independent lexical layer for

discipline-specific academic vocabulary. This review can be useful for English for Academic Purposes (EAP) materials developers, teachers, test developers, and syllabus/curriculum designers.

With these articles, HOW Journal continues sharing outcomes of educational and research experiences that look to add understanding to English language teaching practices. The journal keeps communication among English language teachers and researchers both in Colombia and abroad by offering opportunities to disseminate knowledge concerning English language education.