

## Editorial

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With eight new articles by teacher-researchers of English, the HOW journal keeps maintaining communication among English language teachers both in Colombia and abroad. This time, the research reports continue presenting more perspectives to analyze experiences, perceptions, and understandings of English as a foreign language (EFL) teachers in varied settings. The studies in this new issue emerged from exhaustive needs analyses, hermeneutical perspectives, epistemological perceptions, and situated examinations of realities that English language teachers, future teachers, and EFL students live in their contexts.

The last issues of HOW journal have given evidence that authors now contemplate ELT research by considering their studies from different angles, as well as localizing them in their teaching and learning contexts. By using varied types of research, which the teacher-researchers have applied to their settings, they have found new insights that add novel understandings to English language teaching and learning practices.

In this new issue, HOW introduces eight research reports. In the first, Martha Isabel Bonilla-Mora and Johanna Patricia López-Urbina present a study about the local epistemological perceptions of Colombian EFL teaching and learning from the voices of English language university teachers. These two authors draw attention to the cultural and linguistic diversity in Colombia and an epistemological reconstruction of English language university teachers.

In the second study, Diego Fernando Ubaque-Casallas examined two English language teachers' professional identities based on their narrated experiences and discourses on language pedagogy. This study places tension on the normative conception of the traditional/hegemonic notions of pedagogy and teacher identities configured in the Colombian ELT context.

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Also, about identities, Angélica Pita-Castro and Alicia Castiblanco-Rincón present a narrative study on the way pre-service English language teachers' levels of reflectivity give an account of their identity construction during the space of pedagogical practicum. The study reveals that the most of the participants are unaware of their actual levels of reflectivity, from which they construct their identities in line with the context, the people around them, and the specific time they are in their formation.

Also following a narrative study, Karen Andrea Cuervo-Rodríguez and Jairo Enrique Castañeda-Trujillo present the life histories of how two dyslexic pre-service English language teachers became teachers. This paper unveils how this condition is as serious as any other disability; it generates rejection and negative feelings that the participants overcome by turning their debility into an advantage.

In the fifth study, Angela Patricia Velásquez-Hoyos presents an action research report on the strengthening of EFL pre-intermediate English language students' oral fluency in English through the implementation of six theme-based teaching workshops. In the sixth study, Willian Alexander Mora-Menjura presents a qualitative case study with an implementation of political cartoons for the promotion of critical reading in an EFL classroom. In the seventh study, María Victoria Fernández-Carballo presents an exploration of intermediate-level students' attitudes towards the integration of YouTube in the English language classroom in a primary education degree program. These three studies show positive results both in the use of the designed materials and in the development of the students' target language skills and language learning attitudes.

In the last paper of this current issue, Mónica Patarroyo-Fonseca presents a research article on the interaction between a female teacher and her students to evidence features of feminism within an EFL classroom. This study states that feminism is not determined by gender, but rather, it is an individual choice that is socially constructed and transmitted through power relationships.

We hope that this new issue, containing eight research reports, offers more and more information for issues of immediate importance to the ELT community in Colombia and abroad.