

Editorial

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New ways of thinking are constantly emerging in English language teachers around the world, new ways that open windows to other horizons in English language teaching and learning. In this first issue of HOW Journal in 2020, the English language teacher-authors articulate themes related to colonial issues, ethics in research, self-reflection, and novel implementations concerning teaching progress.

Raising awareness of colonial matters in the field of English language teaching is a relatively new horizon of research. Corresponding studies look essentially for exploring the process of knowledge construction in the global field of English language education to find particular ideological perspectives that may invisibilize and take away local linguistic and socio-cultural origins. These studies on colonial matters are progressively configuring a claim to recognize, respect, account for, and act more upon local multiple particularities of English language teaching and learning to transgress the belief of global or prevailing suggested, or superior, practices and approaches. These studies definitely invite one to scrutinize everyday classroom practices, for instance, their neutrality and naturality, ideological origins, and exercised relations of power.

This is what Jairo Eduardo Soto-Molina and Pilar Méndez looked for in their article. They examined and compared the concepts of linguistic colonialism and cultural alienation in university textbooks for teaching English as opposed to the theories about culture in the decolonial turn. They showed that the textbook contents dealt with high levels of alienation burden, superficial cultural components, and instrumentation that favor the dominant culture of English and do not offer possibilities to embrace interculturality in ELF teaching contexts.

Pedagogical implementations also require new ways of thinking. Novel implementations demand introspection and reflection on how teaching and learning should happen in the dynamics of a particular classroom. This is an action that teachers take to advance in

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their teaching practices when they find that something different and innovative needs to be explored, planned, or developed for a specific context. The insights obtained from any implementation may turn, increasingly and on one hand, into a claim to be more aware of the results achieved from the realization of a curriculum; on the other hand, into a possible demand to upgrade that curriculum.

In this current issue, four action research works give evidence of progress in English language teaching and learning in their contexts. Alix Norely Bernal found that the role of authentic materials and tasks, based on cultural topics in the students' development of intercultural competence in a third-level English language course at a Colombian private university, allowed them to show respect for other cultures and to be interested in knowing about other societies. Ángela Vanesa Duarte Infante, Sandra Milena Fonseca Velandia, and Bertha Ramos Holguín implemented a series of debate workshops about educational issues with a group of pre-service English language teachers at a public university in Tunja, Colombia. They found that the participants' arguments in the debates were based on their personal experiences and their partners' opinions. This result aids in contributing to the understanding of what argumentation implies when debates are employed in English language education.

Action research in the field of literacy is also a window opening to other horizons in English language teaching and learning. Andrés Insuasty Cárdenas's article presents a study that, with a group of university students in Pasto, Colombia, explored the effectiveness of intensive reading to enhance text comprehension. He found that different reading strategies help the students improve text comprehension and tackle the reading and comprehension problems that they had experienced before the implementation. Pedro Alejandro González Mesa, by implementing digital storytelling in an English language class of eleventh graders at a private school in Mosquera, Colombia, developed in his students varied writing and speaking behaviors while they assumed different roles in planned classroom activities. By doing this, he also helped them improve their oral production without worrying about their classmates' opinion, a factor that previously constrained these students' oral production.

8 Likewise, thinking about ethics in doing research helps one to encompass related themes to language education. In this current issue, Zhilla Gharaveisi and Adel Dastgoshadeh present a study that explored second-language teacher-researchers' perspectives on research ethics in Iran. They found that the participants' self-expressed adherence to ethical considerations in plagiarism, data management, participant rights, and authorship rights was differential although they did not seem to have a clear understanding and definition of these themes.

A final theme that opens a window to other horizons in English language teaching and learning in this current issue of the journal is self-reflection. Based on a two-voiced self-dialogue with compelling ideals of critical pedagogy, Yolanda Samacá Bohórquez

exposes a process of self-criticism and self-recognition of understandings, experiences, constructions, co-constructions, and reconstructions of her practices as a language educator in Colombia. She concentrates on two evolving choices, one that comes from language as power to language as possibility, and the other that comes from instrumental-to-alternative critical pedagogy practices to more critical understandings and doings of language education. With this action-reflection-action self-analysis, she positions herself, and English language teachers in turn, as agents constructed from their teaching practices in time and place, and who are engaged in constant awareness-raising.

In this HOW Journal, we hope that these English language teachers' new ways of thinking do open windows to other horizons in English language teaching and learning.