

### **Editorial introduction**

At the beginning of 2020 our world changed. First in the northern hemisphere and later in Latin America, the health emergency due to COVID-19 altered most scenarios: home schooling became a staple of every household, home offices mushroomed all across the world and economies suffered due to the pandemic or the ensuing lockdown and confinement. We have witnessed inequality rocket, companies collapse, salaries vanish and uncertainty grow. As we keep fearing what will happen next and wondering whether societies will manage to promote progress and equality in the near future, teachers and researchers continue doing their jobs under unpredictable and unprecedented circumstances. This issue celebrates their spirit.

Back in our May issue we made a call for articles dealing with the teaching of foreign languages in these new conditions. We are now proud to share with our readers “Comprehensive Sexuality Education Activities in the EFL Lesson through Emergency Remote Teaching (ERT)”, by Silvana Accardo, and “Winning a cooperative online vocabulary learning tournament: Teamwork strategies applied by Ecuadorian teachers and students during the COVID-19 pandemic” by Sara Cherres Fajardo, Valeria Chumbi Landy and Carmen Morales Jácome. The former article is a classroom account of the technological resources and the remote teaching proposals that made it possible to teach contents of Comprehensive Sexuality Education in primary and secondary level EFL lessons in Argentina. The latter accounts for an innovative way of working with vocabulary in this new world: the spirits of cooperation and competitiveness worked hand in hand to reward the efforts of a group of teachers and students in Ecuador who teamed up to take part in an international online vocabulary tournament during lockdown. The authors analyze the data collected through reflective vocabulary journals and WhatsApp messages to explain how that team managed to succeed in their learning and in the competition.

Among our regular articles, we include “The cross-linguistic ability to classify content words in L1 Spanish and FL English of undergraduates at Universidad Católica Argentina”, by Florencia Beltramino, a research report which intends to determine the level of correlation in effectiveness in the classification of content words in L1 as well as FL. In “Extensive Listening-while-reading: A Case Study applying the Minimalist Approach”, Divya John studies the effects of the minimalist approach on the listening skills of five vernacular-medium students of EFL in India. Finally, in “Bringing pronunciation back into

the ESL/EFL classroom: Current research trends and recommendations for teachers and teacher trainers.” Germán Zárate-Sández reviews the latest literature on pronunciation research and instruction in order to come to conclusions about the effectiveness of pronunciation instruction, about what aspects of English pronunciation should be taught and how that instruction could be approached.

This new world we are inhabiting made it impossible for teachers and researchers to share their findings and concerns in face to face interaction. Our three academic event reports prove, however, that this did not deter them: virtual gatherings could equally promote creativity, critical thinking and inquiry. Griselda Beacon reports on “Conversaciones Sobre Lenguas Extranjeras: A Cycle of Interviews to Foreign Language Teaching Specialists in the Southern Cone”, Ana Cad and Yanina Caffaratti tell us about the ACPI Symposium “On Challenges and Opportunities: Emergency Remote Teaching” and Carolina Clerici and Cristian Dopazzo report on a series of Instagram livestream sessions with guest scholars in “Discussing ELT with... Instagram livestream sessions as an opportunity to reflect in times of coronavirus.” Thanks to these articles we learn about current preoccupations and proposals, about possible approaches to new problems and about how to keep the spirit high in times of trouble.

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María Susana Ibáñez  
Flavia Silvina Bonadeo  
Editors