

Editorial introduction

Amid a number of sad events which show that humanity finds it hard to learn the lessons of the past, we also have reasons to rejoice: AJAL reaches its **10th volume** and the world's sanitary situation is starting to improve. We are entering post-pandemic times. Though many countries are still undergoing rough times, communal activities such as researching and teaching are starting to resume their old ways, with additional practices learnt during the past two years. This means not only a return to in-person teaching after these years of distance learning, but also the resignification of virtual teaching and learning. In spite of the limitations of remote communication in some contexts, we have learned that multidisciplinary and multinational teaching and research projects can be facilitated by virtual platforms and videoconferencing. As citizens, researchers and teachers, we have been part of a worldwide discussion about old and new techniques and approaches, about how decisions should be made when the common good is at stake and about the need to cooperate across disciplines and borders to tackle complex issues.

In line with this new era, and after one year of discontinuance and one virtual conference in 2021, our Federation will hold its annual conference in San Salvador Jujuy, a beautiful city in the north of the country, where we will be sharing our views about “Rethinking learning, connecting spaces and venturing beyond”. AJAL would like to accompany that event with a **Special Issue** to celebrate our tenth anniversary: alongside our regular articles on Applied Linguistics and FL education, our 10.2 issue (November 2022) will centre around **Post-pandemic teaching and research**. Those willing to participate in this Special Issue may submit their articles –classroom activities and accounts, research articles, reflexive essays, reviews– until July 1. Please check our guidelines to see what each of these academic genres means to our journal and how to make the submission.

To continue the proposal we made in November 2021, this issue also centres around Comprehensive Sexuality Education. Our first article, “Developing Comprehensive Sexuality Education in Primary English Teacher Instruction via Picturebooks”, by Griselda Beacon, discusses picturebooks from a gender perspective, introduces queer pedagogy and shares creative teaching ideas with a focus on language learning, art and critical thinking, all of this with a view to contributing to the construction of identities. Next, in “Thinking outside the box: CSE in ELT”, María Paula Gravano shares with us two projects she carried out with students aged between 11 and 13 with the aim of integrating the use of the English language learned throughout the year while developing awareness towards gender stereotyping and representation. In the article which closes our Special Issue, “Transcending the Curriculum: Reclaiming a Voice for Dissident Identities in ELT,” Mariano Quinterno calls for teaching practices that will give visibility to trans identities and assert their right to be heard. These three classroom accounts show that it is possible to construct a more democratic society through different approaches to curriculum design and through innovative teaching initiatives.

In our first research article, “Incidental English Learning and Linguicism: A Case Study of an Indonesian Child of a Multilingual Family”, Anna Marietta da Silva reports on a case study involving a young girl who learned to speak English before her home language. Through a series of interviews, the author tried to identify the possible causes of the child's English acquisition and reflect on the pedagogical consequences of this early and surprising acquisition. Our second article also deals with a multilingual context: in “Beyond Monolingual Practices in a Multilingual Writing Context: The role of Multilingual Practices in Sociocultural Dialoguing”, Azza Abdelrahim

explores the development of writing –viewed as a sociocultural practice– in a group of multilingual students. This study shows that multilingual practices play an important role in composition development, since when working in multicultural groups students contribute their sociocultural knowledge, identities, and experiences.

Our next two articles deal with new approaches to assessment and to teaching. In “Effect of Interactionist, Group and Computerized Dynamic Assessment on Iranian EFL Learners’ Listening Comprehension”, Mahshid Ghenaat, Fariba Rahimi Esfahani, Sajad Shafiee and Mehrdad Sepehri and report on a comparative analysis of three models of dynamic assessment –Interactionist Dynamic Assessment (I-DA), Group Dynamic Assessment (G-DA), and Computerized Dynamic Assessment (C-DA)– in terms of their effects on listening comprehension. The obtained results revealed that G-DA had a more positive impact on their listening comprehension, which suggests we could move away from traditional listening comprehension assessment, which offers no opportunities for learner-teacher interaction. In “Impact of Multiple Intelligence-Based Activities (MIBAs) on the Improvement of Male and Female EFL Students’ Aural-Oral Performance”, Marjan Lotfi-Khajouei, Roya Baharlooei, Hadi Salehi and Omid Tabatabaei researched into the effectiveness of multiple intelligence-based activities (MIBAs) to improve the aural-oral performance of male and female EFL students. The results of the study may have an impact in the fields of materials and curriculum design. Closing this section, in “Pre-service students’ experiences at Teacher Training Programmes during the Covid-19 pandemic: what teacher trainers should know”, Sandra Ojeda and María Eugenia Ianiro report on their findings after having surveyed trainee teachers –from four different EFL teacher training programmes, in three provinces of Argentina and at the end of the first semester in 2020– about their experiences in the context of Emergency Remote Teaching (ERT). Their findings shed light upon trainees' perspectives and offer higher education teachers the possibility to reflect on their academic and pedagogical practices.

Our issue closes with a review of our admired Estela Klett’s new book, *Temas de hoy en didáctica de las lenguas extranjeras*, where, in the words of the two reviewers –Flavia Bonadeo and Carla Raguseo–, “Klett once again manages to assemble different but interrelated topics and experiences pertaining to the field of foreign language teaching in Argentina and presents them in a way that prioritizes clarity and brevity and yet captures the complex individual and socio-historic dimensions of each of them.” The authors think that Klett’s academic background –French as a Foreign Language– will help readers widen their epistemological perspectives and become aware of the specific complexities and opportunities of FL teaching and learning in our local context.

Our team has grown in the past few months: our colleague Vanesa Polastri is making a wonderful contribution, with fresh ideas and initiatives. We would like to express our sincere appreciation to those who have collaborated as reviewers and as proofreaders, without whose generosity the publication of our journal would be impossible: thank you for your time and your dedication, Liliana Anglada, Silvina García, Carlos Jacobo, Muireann Prendergast, Ricardo Ramírez, Abobaker Abrekaw, Ricardo Palma, Florencia Viale, Claudia Spataro. Finally, we congratulate Eugenia Carrión Cantón for having been elected president of our Federation, and wish every success to her and to the new executive committee, formed by Clara Chiclana, Marisel Girardi, Gisela Laurent, Ana Cecilia Cad, Ariel Olmedo, María Noé López Quiroga, Ricardo Ramírez and Claudia Mestre. To our dear former president, Gisela Laurent, and to the outgoing committee, our deepest gratitude for their continued support and our best wishes for their new projects.

María Susana Ibáñez