

## **EDITORIAL INTRODUCTION**

The present issue is brought to you by a new editorial team, as change needs to occur in associations: learning from past members, and trying with baby steps to continue building for those who will eventually take our place.

Reading previous editorial introductions, it has struck us that our publication has been issued in challenging contexts for education for the past few years. This is not minor; it shapes who we are. It identifies the need to relate linguistic academic work with language policies and the realities of classrooms in our country and the region. It calls for a continuous search for knowledge and the formats it may adopt. In the words of Freire:

*"Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."*

Paulo Freire, *Pedagogy of the Oppressed*. (1970, 2018)

In our everyday context, we find it key to focus on exploring formats that will support teachers reading research that relates to their environments and nurtures them. For that reason, in this issue we have decided to focus on two genres that are not strictly defined and that open to variety in the actual written production: plenary presentations and conference reports. While the former is clearly defined in its oral implementation in terms of being inspirational and well-grounded in theory, the way in which this end is achieved varies from developed academic research papers to reflective articles on one's experience or practice. Some may retell events impersonally, while others are strongly autobiographic. They seek to be unique in the delivery and that is a common trait. On the other hand, the academic event report is another hybrid genre that brings together personal recount with possible structures of standard reports, and it also varies from impersonal to self-referenced experiences as participant or viewer. The hybridity mentioned seemed to us to be the unifying trait among the plenaries and reports we are bringing you today, opening new possibilities.

Pedro Luchini's plenary opens the issue with a clear research article design on multimodality in assessment in higher education. Then, Leonor Corradi's and Virginia

Lopez Grisolia's summaries follow a more class-oriented and personal recount format. Jorge Abboud's and Ricardo Palma's writings that could be considered as reflective papers on theory implementation.

In the case of academic event reports, Basabe's stands out as personal experience, while Mora's shares a more institutional reading. Last but not least, Raguseo et al. bring us a report from the voice of the speakers themselves, a different style.

We find this variety enriching and food for future discussion since to our eyes, they embody cases of "invention and reinvention of knowledge". We hope to continue exploring hybridity in coming issues, as we bring you more research to document your practice.

We sincerely hope you will enjoy reading the December issue and also consider submitting your own work.

Happy New Year!

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