EDITORIAL INTRODUCTION

This issue finds us again immersed in a sea of uncertainty as the pandemic subsides but reemerges unexpectedly in different parts of the world. In spite of this, most research teams and schools are working normally, and we find ourselves less reluctant to communicating via videocalls and to incorporating web tools to our lessons. What the world went through in 2020 starts to emerge in the form of research projects, some of which are included in this publication. Apart from that, this issue is especially concerned with education and foreign language teaching, and contains special articles on **Comprehensive Sexuality Education** in the FL classroom. We invite authors to continue submitting about this topic, since we extend our **Special Issue** to volume 10.1, to be released in May 2022.

The first of those Special Issue articles, by our co-editor Flavia Bonadeo, our former editor Darío Banegas and three of their then students, José Tomatis, Sabrina Monasterio and Pablo Berardo, "A case for the integration of Comprehensive Sexuality Education in English language teacher education" reflects on an initiative carried out by a teacher educator who was willing and able to enrich her initial English language teacher education programme in Argentina with a gender perspective. This was done in response to a national law and to UN calls for sustainable actions in that field. The article is a polyphonic rendering of their lived experiences. Within our Special Issue we are also including an article by Stella Maris Saubidet Oyhamburu and Vanesa Polastri, who reviewed *ESI in English* for our journal. *ESI in English* is a multiplatform project by Paola Cossu and Gabriela Brun, who created the *esi.in.english* Instagram and Facebook accounts in the second half of 2019, when they started chairing workshops on the topic. During the pandemic those platforms grew extremely active and contributed, together with other initiatives, to the creation of a community of CSE practices.

We are happy to count Dr. Paul Sevigny among our guest authors. Written in collaboration with Shoichi Manabe, C. Hari Shankar and Julia Lim, "Community Literacy Activism: Amateur authors writing multilingual graded readers," reflects on literacy and foreign language learning by making an original and promising proposal. In this article, the concept of Community Literacy Activism (CLA) is defined and related to applied linguistics with the aim of showing how beneficial CLA may become in programmes developing the human resources and the tools and materials needed to innovate in FL teaching. They intended to answer the question "How can CLAs contribute to multilingual literacy developments in their communities?", and their preliminary conclusions are that working with graded readers contributes to second language ownership, to an improved ability in the L2, to intercultural communication and to inclusive facilitation skills.

Some of our regular articles in this issue are concerned with communication mediated by IT during the pandemic. "Transitivity Analysis of University News Texts during the Coronavirus Pandemic", by Mohammad Alhumsi**,** Elbadri Suliman, Kholod Sendi and Rasha Alshaye, concentrates on the analysis of verbs in relation to various process types. It investigates the effectiveness of transitivity theory in the analysis of transitivity processes by comparing news texts provided in Saudi Electronic University (SEU) website before and during the pandemic. The use of quantitative and qualitative techniques allowed them to conclude that material processes were the most frequent ones. Ana Capanegra was devoted to the role of IT in education: in "Exploring the perceptions of foreign language Spanish educators of hybrid teaching training" she worked with the way educators report on their experience of hybrid courses at an urban university in the U.S. Midwest. Her conclusions show the need to work on a specific pedagogy to foster learning and retention and to be able to creat a real learning community. Continuing along the line of foreign language teaching, in "Authentic videos in ESP classroom: enhancing Aviation English vocabulary acquisition" Inna Fainman and Yevheniia Tokar report on the results of an experimental study which explored the effects of using authentic videos on vocabulary

acquisition in ESP classes in the context of an aviation course. Findings indicate that the students who were shown authentic videos statistically outperformed the control group in the post-test, results which the authors find congruent with current theory in the field. They conclude that ESP teachers should continue using authentic video materials to enhance vocabulary acquisition, especially in courses where the good use of the language may contribute to the safety of many.

In "The Effect of Previous Languages on Pausing Patterns of Iranian EFL Learners", Zahra Banitalebi reports on a research project which compared the pausing patterns of monolingual Persian EFL learners and bilingual Iranian Turkish EFL learners (L1: Turkish and L2: Persian). The results showed a lack of a strong relationship either with regard to pause frequency or pause duration across the the three languages, suggesting important implications for Threshold and Linguistic Interdependence hypothesis. Mohammad Al-kuran contributed an interesting article about the translation of the Quran. In "Losses in translating Arabic (Quranic) marked structures into English", he shares his findings about the semantic loss entailed in translating Quranic marked order into English, both in affirmative and negative structures. The article highlights the appropriate linguistic techniques translators can use to compensate for the syntactic difference between the two languages. The study concludes that the translator's unawareness of marked constructions is likely to lead to a semantic loss in translations because of the syntactic differences between the source text and target text. Closing our section of regular articles, Ganiu Bamgbose works with humour and political memes in "Multimodal analysis of post-election memes in the Edo State (Nigeria) 2020 gubernatorial election". Through a multimodal analysis of post-election memes about the 2020 Edo State gubernatorial election, and resorting to multimodality, incongruity and superiority theories of humour and self-leadership strategies, he analyses nine (9) memes retrieved from Facebook and a news blog to show the use of behaviour-focused strategies, self-reward strategies, and constructive thought strategies to clamour against how politics are conducted in the country.

We would like to thank the specialists who have contributed to our journal in such a disinterested manner, reading, advising, editing: we are thankful to María José Buteler, Mariel Amez, Mercedes Luciani, Lía Varela, Raquel Lothringer, Ana Paz García, Florencia Viale, Alastair Grant, and Virginia Mulone. We would also like thank FAAPI authorities for their confidence in this team, and to reiterate our invitation to contribute to a **second Special Issue** on Comprehensive Sexuality Education in the foreign language lesson for our May 2022 issue.

María Susana Ibáñez