

## Editorial

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In the last three decades, HOW journal has published a great number of articles from both local and global English language teachers, researchers, and scholars. By steadily launching two issues yearly, HOW journal has contributed to the publication of varied opinion pieces, which are sustained with research studies or theoretical-practical insights that have discussed issues of immediate importance to the whole ELT community. Without doubt, we all have successfully achieved, and go forward in doing so, the main objective of the journal so that communication among English language teachers can happen through the journal both in Colombia and abroad. As long as possible, we will keep on offering opportunities for the dissemination of knowledge resulting from educational and research practices that concern English language teaching-learning issues.

This rich variety of knowledge from our authors is again embodied in this issue that presents diverse perspectives on core topics such as English language pre-service teachers' knowledge about intercultural communicative competence and perspectives about the importance of interaction when learning this language, blended learning in the teaching of English, and Colombian teachers of English entering the workforce in foreign countries.

In this order of ideas, in the section of Research Reports, María Teresa Esteban-Núñez presents an article that reports a descriptive case study on the knowledge about intercultural communicative competence that a group of pre-service teachers, belonging to a BA program in Tunja, Colombia, have constructed in their planned English language classes during the final stage of their pedagogical practicum. In the article, María Teresa Esteban-Núñez describes the way the participants understand this competence and use it to learn about their own and other cultures, and to change the savor/spice of the class.

Ximena Rocío Contreras-Espinosa and Karen Michell Villamizar-Mantilla also present gained knowledge of important consideration in her article. This paper describes a research

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study on the importance of interaction in an A1-English language course at a public university in Pamplona, Colombia. Apart from revealing five different emerging interaction patterns, the study provides the ELT community with enough information about the perspectives that the participants in the study have about the importance of interaction when learning a new language.

The third article in this section of Research Reports presents a quasi-experimental study on the influence of blended learning on the development of digital skills in an English language course at a private university in Bogota, Colombia. Yeimmy Rubiela Gómez-Orjuela, the researcher of this study, states that the blended-learning model did not meaningfully develop the skills chosen although the model did influence the creativity and communication skills of the participants. This study opens an opportunity to explore other research designs, which are not common in the ELT field, and to explore teaching and learning models.

In a similar line of thought, Addisu Sewbihon Getie presents another quasi-experimental design study but this one is on teaching vocabulary through the lexical-instructional approach in EFL intermediate level students in Ethiopia. The findings of this study show that teaching vocabulary with a lexically-based instruction can improve EFL learners' vocabulary competence or knowledge. Addisu Sewbihon Getie suggests that the lexical-instructional approach should be the focus in future experimental research.

The fifth article reports a mixed-approach research study on a pedagogical experience about Colombian graduates' methodologies in English language teaching. Carmelina Encarnación Mosquera, the teacher reporting this study, illustrates how the graduates tend to privilege the communicative and eclectic methods based on the relevance that these methods have as regards teaching contexts and students' learning needs. Carmelina Encarnación Mosquera states that there is a need in the curricular development of undergraduate programs in modern languages and in the professional development activities for graduates to be updated in more current ELT methodologies.

At the end of this section of Research Reports, Liana Mercedes Torres-Casierra presents the preliminary results of an enquiry on the work experience of Colombian language teachers who have entered the workforce in foreign countries. This study opens opportunities to discuss an issue of immediate importance to the whole ELT community: addressing aspects of the personal and professional experiences of graduates that might be relevant for international mobility within ELT-education undergraduate programs.

The second section of HOW journal, Reflections and Revisions of Themes, has also turned to varied topics recently. In this current issue, Yeraldine Aldana-Gutiérrez unveils the way peace construction is understood in ELT. From the analysis of 55 articles and 36 presentation abstracts about this topic, this article presents six tendencies that offer a profile of how peace construction has been understood in the ELT field. Undoubtedly, the gaps

and opportunities that Yeraldine Aldana-Gutiérrez unveils with her revision provides a solid point of departure to investigate this topic in English language teaching and learning.

The third section of HOW journal, Reports on Pedagogical Experiences, also presents another issue of importance to the whole ELT community. The article, presented by Ana Olga Rallón and Anna Carolina Peñaloza-Rallón, is about a pedagogical experience that reveals the way female English language learners' personal skills, which have been silenced in their cover letters for employment, are potentiated in a writing course at a university in Colombia. By considering principles of Feminist Pedagogy and narratives, this pedagogical-experience report shows how the participants learn to value their own decision-making abilities, which include organization, responsibility, and problem-solving, in their cover letters for employment.

We hope that this new issue, with its diversity of topics, offers more foundations for issues of immediate importance to the ELT community in Colombia and abroad.