

Editorial 2022-2

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In this current issue, HOW journal presents three action-research studies, two qualitative studies, and a literature review. These papers continue with the achievement of the journal's main objective which is to share outcomes of educational and research experiences intended to add understanding to English language teaching and education practices around the world. This is why, this current issue presents articles from Colombia, Mexico, and Chile.

The first three research articles of the current issue present action-research studies. These papers corroborate that this type of study continues to be a methodology that creates more awareness of the dynamics of English language teaching and education. As seen in these first three articles, action research still contributes to the development and improvement of language teaching, learning, and assessment practices. The authors of these articles present studies that have taken place in different majors at the university level, such as teaching education and technical instruction. The authors have used this type of study with a diversity of approaches, methodologies, and modalities, such as communicative language teaching, self-assessment principles, and multimedia instruction. Always containing an intervention, the authors have used action research to work on the student's difficulties when learning English or on the teachers' incorporation of their methodologies in context. A more detailed description of these articles is presented as follows.

The first action-research study describes pre-service teachers' use of project-based learning with a group of EFL eighth-graders at a secondary state school in Cordoba, Colombia. In this article, Tatiana Becerra-Posada, Paula García-Montes, Anamaría Sagre-Barbosa, María Isabel Carcamo, and Jose David Herazo-Rivera, from Universidad de Cordoba, reveal the affordances that this teaching approach has in the development of the student's communicative competence. The article presents the strategies that the pre-service teachers used to construct confidence when planning and reporting the projects.

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Also, in an action-research study, Nadia Lilian Lagunes-Reyes from Centro de Estudios Tecnológicos del Mar 07, María de los Milagros Cruz-Ramos from Escuela Normal ‘Juan Enríquez’, and Mario Alberto Sandoval-Sánchez from Universidad Veracruzana, analyze learners’ basic perceptions about the use of the flipped classroom as part of their EFL class in a Mexican technical high school. The six-week intervention of this study focuses on the simple past and its functions, which are the most challenging topic for those learners in the class. The ‘flipped’ part of the intervention consisted of before and after-lesson online activities that follow the principles for communicative language teaching and multimedia instruction. The study demonstrates that the flipped classroom is favorable for the learners since they perceived it as a technique to facilitate a rapid improvement of spoken fluency, comprehension, and vocabulary.

The third action-research study in this issue is by Guillermo Cañete-Gutiérrez and María-Jesús Inostroza-Araos, from Universidad de Concepción, Chile. They explore the contribution of self-assessment checklists on improving the oral presentations of two participants in an initial-level English as a second language course at a technician professional institute in Talcahuano, Chile. The four-week intervention offers the participants training on the criteria to self-assess their oral presentations by using checklists and analytic rubrics. The results of this study reveal that the participants improved their oral fluency, pronunciation, and confidence by developing more autonomy, language awareness, and self-reflective skills.

In the same line of improving speaking skills in English language learning, the fourth research article of this issue contributes to improving speaking skills with EFL young learners through corrective oral feedback. In this article, Pablo Aedo, from Universidad de Concepción, and Claudia Millafilo, from California Intercontinental University, present the perspectives of a group of 20 EFL young learners about the types of corrective oral feedback that they receive in their English language class. This qualitative exploratory study suggests that the learners appreciate the teacher’s corrections and feedback but if done carefully and clearly by considering their language learning beliefs and motivation. The types of corrective oral feedback are composed of recasts, repetitions, and elicitation strategies. These types allowed the learners to reflect on their learning processes, participatory roles, and speaking strategies. This fourth article confirms that the use of English in speech is so important for oral communication to take place in this language in the EFL class. To reach this purpose, teacher accompaniment becomes relevant; the way teachers work on making learners aware of how they orally communicate is key to improving speaking skills in a language.

The last research article of this issue is about a qualitative descriptive study that examines the personal, professional, and social motivations and experiences of 40 EFL pre-service teachers to become English language teachers. In this study Nallely Garza-Rodríguez, from Universidad Autónoma de Nuevo León, México, seeks to get an understanding of the main motivational forces that intervene in this decision. By analyzing the participants’

open-written narratives, the study shows how biographical experiences, perceived abilities to learn and teach English, and experiences in the teacher preparation program are the most influential in their decision to become EFL teachers.

In the section on reflections and revision of themes of this current issue, Yi-Fen Liu, from Tunghai University, Taiwan, a doctoral student in Education, ELT Emphasis, at Universidad Distrital Francisco José de Caldas, Colombia, presents a profiling and literature review about language teacher identity in the previous two decades. This article mainly presents how this type of identity is defined and perceived in the ELT field. The article also describes the conceptual approaches, dominant trends, methodological development, and underexplored areas in language teacher identity.

As usual, from HOW journal, we hope that these new articles in this current issue maintain opportunities for the dissemination of knowledge concerning English language teaching-learning to the ELT community in general. These constitute part of the great scholarship on educational and research practices of English language teachers, educators, and researchers of Latin America.