

## Editorial 2023-1

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In this issue, HOW journal keeps the share of outcomes of local scholars' research studies and literature reviews. This new issue is another number that aims to add more understanding to English language teaching practices in Colombia and other Latin American countries; it also seeks to maintain communication among English language teachers worldwide. In this way, the journal insists on offering opportunities for disseminating knowledge resulting from educational and research practices that concern English language teaching-learning issues.

This issue is composed of eight articles. Concerning research studies, the topics are gender, culture, impact of a language teaching approach, and technological resources in ELT. In the first article, Claudia Patricia Mojica describes the main findings of a case study about the discourses and practices of an English language teacher to promote gender equity, eradicate differential treatments, and contribute positively to her students' learning experience while enrolled in a gender-based optional course. This article also presents how the dynamics of the hidden curriculum of the course affect the participating teacher's students' gender subjectivities. In the second article, Jose Adriano Barbosa Corredor reports a study on the culture and history of Colombia and Boyacá through art as part of an English language course at a private university in Colombia. Considering the narratives of three female students, analyzed under a decolonial perspective, the author reports their processes of reconstruction as sociohistorical subjects. The article then demonstrates how each student had specific anecdotes connected with culture and history of Colombia and Boyacá as they reconstructed their experiences, relationships, and plans during the development of that course topic. In the third research article, Adriana García Echeverry and Alexandra Novozhenina determine the impact of the language teaching approach of Task-Based Instruction on the writing skills of a group of intermediate English language students while taking online lessons at a private institute in Cartagena. By implementing six workshops, the authors demonstrate that teaching under this approach helped the students improve their writing

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strategies and vocabulary in English and the use of ICT tools. Besides, the implementation impacted positively their English language learning process in other language skills.

Incorporating technological resources is also part of the research articles in this issue. In the fourth article, José Antonio España Delgado presents a mixed-method study on digital resources and their impact on motivation during online lessons. The study focuses on the perceptions of a group of students concerning the implementation of Kahoot, Quizizz, and Quizalize during EFL virtual lessons. The results show that the students perceived the learning platforms as useful, entertaining, fun, and engaging; situation that increased their motivation and level of attainment to the lessons. The fifth article, by Maria Fernanda Jaime Osorio, Maria Alejandra Campos Perdomo, and Gilber Ignacio Rodriguez Artunduaga, reports the results of an exploratory and descriptive-transversal study that exposes primary and secondary school students' perceptions about their experience with remote learning during 2020's Covid-19 pandemic. The population is 101 secondary and primary school students from Neiva and Pitalito, two towns in Huila, Colombia. The findings demonstrate the potential teaching and learning issues inherent to remote education in which the participants' learning was influenced by several factors affecting interaction inside and outside of the classroom setting. Besides, with respect to the use of technology in English language lessons, Héctor Rubén Luna Martínez and Rebeca Tapia Carlín report a study on four female English language teachers' teaching practice and emotional responses while using the iPad in their lessons. The study occurred at a private primary school in Pachuca, Hidalgo, Mexico. The results show that the participants' practices and emotional responses evolved similarly during the process of the iPad implementation by following four stages: initial reactions, sense of realization, change, and adaptation.

Two out of the eight articles of this issue are literature reviews. In the seventh article, Catherine Benavides Buitrago shares the main developments related to Intersectional Identities in Colombian English Language Teaching and general educational contexts worldwide. She indicates two core trends in the review: intersectional studies in educational contexts and intersectional studies in ELT contexts. The last but not least article, another literature review, Alexánder Ramírez Espinosa presents the main research concerns of Colombian scholars regarding the place of culture in the context of Foreign Language Teacher Education programs. The article also explores the implications for curriculum design in Colombia that culture-related literature produced by scholars in the last decade can draw.

The topics of the above-introduced articles are part of the authors' current interests. Disseminating this knowledge is crucial to understanding the great variety of interests of the ELT community in Colombia, Latin American countries, and the world. Knowledge is created all around; its acknowledgment should be equitably made everywhere. These interests undoubtedly reveal the dynamism of contexts, teaching practices, pedagogical knowledge, and academic scholarship in ELT. As the articles in this issue demonstrate, there

can be multiple manners to study gender, culture, language teaching, and incorporation of technological resources in ELT; there are also reviews of intersectional identities and the place of culture in EFL education programs. HOW journal hopes that readers can consider these articles, and the previously published in other numbers, as of interest and foundation for further studies and reflections in the ELT community.