

Editorial

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Welcome to a new edition of GiST Journal. I want to start by thanking the members of our editorial and scientific committees, authors, and readers for their help during these uncertain times. This issue is a sample of the wide variety of topics in ELT researchers are interested in. Some contributions address disciplinary knowledge, for example, assessment and the teaching and learning of skills, whereas others contribute to the sociocultural component of ELT.

Disciplinary contributions are represented by **Romero-Villamil and Guzmán Martínez** who inquired about how the implementation of instructional subtitled videos help students' increase students' range of vocabulary. The next two articles addressed assessment. **Ramírez** narrates his experience regarding the challenges faced when designing of a placement test for a Colombian public university and **Giraldo** discusses the implications of Task-Based Assessment for language classrooms.

Authors **Gözüküçük and Günbaş** from Turkey present how fourth graders' reading comprehension through computer-based reading texts. Also, **Rincón-Ussa, Fandiño-Parra, and Cortés** describe an implementation of ICT-mediated teaching strategies to promote both autonomy and collaborative learning in a teacher education program. An area that has not been quite explored in ELT is the ways English is taught to university students from other majors; in this direction, **Torres-Escobar and Correa-López** analyzed how bilingualism English-Spanish could be promoted in undergraduate psychology programs.

In relation to sociocultural aspects, **Nieto-Gómez and Clavijo-Olarte** explored local literacies in an EAP program by using community assets. **Vásquez-Guarnizo, Chía-Ríos and Tobar-Gómez** inquired EFL students' perceptions of gender stereotypes. In the same vein, Castillo and Flórez-Martelo addressed the experiences hard-of-hearing people when learning a foreign language. Also, **García-Ponce** studies the influence of discrimination in the field of TESOL in Mexico from the perspectives Mexican EFL teachers. Finally, **Olaya and González-González** present the impact of

Cooperative Learning to Foster Reading Skills in an engineering program.

We hope to continue communicating findings and reflections from both Colombian and international English language teachers so that we consolidate a community of learning, practice, and research.

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