

Editorial

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Welcome to issue no. 23 of GiST Journal. In this new edition, authors from Colombia and different parts of the worlds are reporting studies focused on three main areas: a social orientation to language teaching and learning, including aspects of interaction, social justice, discrimination and paradigmatic changes in the discipline of ELT; learning experiences triggered by the pandemic by COVID-19; and the promotion of skills in language components, such as pronunciation and vocabulary, through different mechanisms such as mnemonic techniques and scaffolding. We highlight the use of quantitative methodologies, not so frequently used in language pedagogy, as well as the autoethnography as an innovative methodology for the field.

Contributions following a sociohistorical orientation in language teaching and learning include Mora's who invites us to questions the hegemonic frameworks and concepts used to define language and language teaching in Colombia; Campos Campos, Garzón Roa, Méndez and Castañeda report an autoethnographic experience as au pairs in the United States and their confrontation with social justice and discrimination issues. We also count with an article by Daniel, Wasonga and Burgin from Guatemala who document a study about teachers' professional development at a public school. Kaya as well explored the language development of a group of EFL learners as well as their advances when interacting in a foreign language by participating in the Erasmus program.

The pandemic caused by COVID-19 has brought many learning opportunities for both teachers and students. In relation to this, we can find Arsalan Nazir and Raza Khan who explored the difficulties that Pakistani university students had when learning online in this COVID-19 pandemic. Lopera contributed to this area with a reflection article about his social experience when transitioning from face-to-face teaching to emergency remote teaching.

In this new issue of GiST journal, we can find contributions describing experiments related to vocabulary learning. Farrokh developed quantitative study to analyze the effect of the implementation of a mnemonic technique in the learning of vocabulary. Also, Naserpour and Zarei report a project to determine the effect of scaffolding strategies on knowledge about lexical collocations. Among these studies following quantitative methodologies, we can also find Khasawneh's contribution about the effectiveness of an instructional program based on phonological awareness to help students with learning disabilities develop the phonetic sequential-memorization.

We invite ELT scholars in Colombia and abroad to continue disseminating the results of their research and reflections and we thank the continuous support given by the members of our editorial and scientific committees, authors, and readers.

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Academic Vice Chancellor

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