

Editorial

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English & Marr (2019) claim that language teachers “should claim and own the discipline of language study, and position themselves as critical language experts within their institutions” (p. 19). This means that revisiting the knowledge base that sustains our daily work helps to promote an understanding of language teachers as professionals rather than instructors. Despite language teaching is enriched by many disciplines and influenced by contextual factors, it is important to acknowledge the two main disciplines which converge to provide the basis for our profession: Linguistics and Pedagogy.

This idea coincides with what many authors describe as the components of teacher knowledge: content knowledge, pedagogical knowledge, and contextual knowledge. Content knowledge relates to our specific subject matter, e.g. English as a language; pedagogical knowledge is linked to the skills of how to teach, and contextual knowledge is connected to an interest in students and their communities (Shulman, 1987; Grossman, 1990; and Putnam & Borko, 2000).

Many of the articles in this edition document innovative practices in the teaching of skills, which contributes to the construction of content knowledge. For example, in relation to writing, we can find **Julio-Cárdenas & López-Pinzón** which implemented a model named Reciprocal Teaching Model for helping a group of tenth graders to develop this skill. Likewise, **Pérez & Vargas-Daza** explored the creation of picture books to foster narrative writing skills in fifth graders. **Montero-Arévalo** also addressed writing by analyzing how genre-based approach affected ninth graders’ reading comprehension and writing.

For content knowledge, also **Camacho-Vásquez & Ovalle** analyzed the influence of video games on vocabulary acquisition in a group of students from the BA in English Teaching. **Uribe-Enciso, Fuentes-Hernández, Vargas-Pita & Rey-Pabón** identified problematic phonemes for Spanish speakers learning English by reviewing theoretical and research reports. Additionally, two of the articles in this edition addressed pedagogical knowledge by analyzing the implementation of pedagogical approaches. **Agudelo & Morales-Vasco** inquired about the ways in which project-based learning could work as a catalyst for developing autonomy in both teachers and students. Similarly, **Arboleda-Arboleda & Castro-Garcés** narrate an experience on the use of literature to foster language learning in a university EFL classroom.

Johnson and Golombek (2011) state that learning to teach is a social activity, which means that teacher educators need to socialize novice teachers into the

theories, activities, methodologies, and language related to the profession. Two of the contributions address the complex issue of assessment: **Sevilla-Morales & Chaves-Fernández** inquired about authentic assessment in listening comprehension at an English teaching major in the University of Costa Rica. Similarly, in Colombia, **Herrera-Mosquera & Zambrano-Castillo** explored how English learning was assessed in an English language teacher education program. Finally, **Han & Takkaç-Tulgar** explored an aspect we all have experienced as novice teachers, which is teaching anxiety and coping strategies at a Turkish elementary school context.

The editorial team of GiST Journal hopes you find this new issue professionally enriching as well as inspiring for all those in the profession who want to make their reflections, pedagogical and research experiences known to the wider audience.

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