

Editorial

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These are difficult times for all of us. It is our wish that all our contributors, readers, reviewers, and members of our editorial and scientific committees are all right and protected. Fortunately, in this process of reinvention this health emergency has triggered, we have been able to continue with many of our academic pursuits. This new edition of GiST Journal gathers a wide variety of articles ranging from topics such as vocabulary and pronunciation to identity and gender.

The first contribution comes from Turkey by **Aksakalli and Yağiz** who shared their experience exploring pre-service teachers' attitudes towards pronunciation and the outcomes of teaching pronunciation to this population. The second article, by **Ramos-Holguín and Peñaloza-Rallón**, aims to show a phenomenological approach to study the experience of female Colombian authors in the process of writing academically. **Çetin Köroğlu**, also from Turkey, explored how digital short stories could influence to improve listening skills. In the same line of research on skills, **López-Páez** contributes to the study of the impact of oral pushed output hypothesis on the promotion of intermediate students' oral production.

The article by **Alimorad** from Iran explores the relation between gender and educational level and plagiarism. After, **Lucero-Babativa**, from Colombia, shares his research on interactional identities and their link with classroom interaction in English language teacher education. **Cabaleiro-Cerviño and Vera**, from Spain and Chile contribute a literature review which analyzes issues about the impact of educational technologies on higher education. Following this line of educational technologies, **Rodríguez, Vargas-Macías and Sánchez Sáenz** also contribute a literature review in relation to the ways digital games could be adapted and integrated in educational contexts.

Arias-Cepeda studies the identity of indigenous English teachers and how its has been invisibilized in Colombian ELT in connection to a lack of understanding of what bilingualism means in the Colombian context. Then, also from Colombia, **Cote-Parra**

shares his reflection upon the teaching of research to undergraduate foreign language students. To close this issue, **Connolly** contributes an exercise on error analysis of a common mistake of Spanish-speakers: adjective-noun order.

We want to thank the continuous support provided by the members of our editorial and scientific committees, authors, and readers. We hope that you find these articles enjoyable and useful.

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