

Welcome to a new edition of Gist Journal. The collection of research articles for this edition show very clearly what the concerns are for education and the role we are to play as teachers in the current world. It is key as educators that we start fostering in students skills in critical thinking and critical literacy, especially in a world embedded in fake news and extreme polarisation. In this line of thought, **Luis Fernando Gómez** contributes a case study in which news are used as a means to develop students' critical intercultural competence in relation to different cultural communities.

Teachers understand that literacy nowadays imply more than just decoding or encoding written messages. Literacy implies being able to read implicit messages in text, to read images, such as ads, cartoons, or online images such as memes. In this area, **Fredy Alexander Giraldo** contributes a study aiming to develop critical literacy at an undergraduate programme in Ibagué; also, **María Teresa Esteban, Adriana Márquez** and **Jhon Everth Ortíz** explored how political cartoons could serve the purpose of enhancing critical thinking in an English teacher preparation program, raising awareness about the need to become committed and active citizens.

The development of skills has always been a concern for language teachers in the country, and we continue to explore different ways in which they can be strengthened. **Gladis Arias** and **Eliana Roberto** delved into how abridged novels could not only help students' oral and written production, but also expose them to other cultural worlds. **Odilia Ramírez** and **Wilfrido Muñoz** decided to investigate about the way in which transactional communication strategies could boost elementary school pre-service teachers' in Sincelejo. Also, in the field of teacher preparation, **Frank Giraldo** and **Daniel Murcia** decided to approach how pre-service teachers are learning about assessment with an emphasis on the link between theory and practice, assessment of bilingual processes, and knowledge of local policies related to this issue.

**Diana Durango, Clara González** and **Enrique Arias'** concern about inequalities in education for upper and lower classes motivated them to investigate about how audiovisual material could help in the implementation of an early bilingual program for pre-school age children of low socioeconomic background. Additionally, we have a very timely reflection paper about self-plagiarism by **Sergio Lopera** which calls for a joint effort between editors and writers in the interest of maintaining the quality of our publications.

We expect our readers find our contributors' experiences valuable to probably implement similar studies in their own context and also to share with us the results of their current studies to continue building a community of learning and teaching in the fields of bilingual education and foreign language teaching.

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