Editorial

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It is a pleasure to share this new issue of GiST Journal. In this new edition, a first set of contributors have decided to explore social, economic and political aspects related to language teaching. First, **Castañeda-Peña & León-Garzón**, for example, analyzed how storytelling in the ELT classroom could contribute to the construction of harmonious learning environments in which language practice was promoted and not hindered due to peer rejection. Secondly, **Estacio & Camargo-Cely** approached the supremacy of English and the Native English Speaker/Non-Native English Speaker divide and how these two factors have continued to sustain a colonial view of professional development. In the same line, **Núñez-Pardo** has decided to recover the English textbook as an element worthy of research, and therefore, presents a thorough literature review which unveils the need for decolonizing the English textbook to contextualize it so that it responds to the needs of Colombian local contexts.

Skills development is a continuous concern for language teachers and many are interested in exploring different ways to strengthen them in their groups of students. In this second set of contributions, **Mora-González, Edlund-Anderson & Cuesta-Medina** share their findings on the effects the use of graphic organizers could have on the sixth graders' development of written argumentative texts. **Omoera, Aiwuyo, Edemode & Anyanwu** were also interested in writing, but they decided to examine how social media influences on Nigerian youth writing abilities in English and they deviate from both Standard and Pidgin English. In relation to reading skills, **Aristizábal** used Learning Analytics to observe how EAL (English as an Additional Language) students in Vietnam learned from their assessments to improve their reading skills, among other areas. **Castillo, Silva-González & Sanabria-Chavarro** also conducted a study to identify whether the structuring of tasks promoted oral fluency in an intensive course of EFL adult students. Closing this set, **Takkaç-Tulgar** developed a comparative case study to search for the effects of the target and foreign context in the development of pragmatic competence in two groups, one learning English as a Foreign Language, and another, learning Turkish as a second language.

Finally, we have three contributions related to the use of technology for English language teaching and learning. **Chivatá & Oviedo** developed an action research study to see how students perceived the notion of *activeness* during the implementation of a flipped learning approach in an English class, **Olaya** aimed to foster autonomous learning processes in an English class for Engineering students by means of technology-based activities, and lastly, we have **Moslemi Nezhad Arani** who contributed a review of the book *Teaching and Researching Computer-Assisted Language Learning* by Ken Beatty which is very informative not only about how to implement technology for language learning and teaching but also how to conduct sound research in this domain.

We hope you enjoy this issue and we invite you to continue sending your contributions so that we continue building a learning a research community for our field and encouraging others to publish their work which can be enlightening for fellow teachers and researchers.

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