HOW

Editorial

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HOW journal continues sharing national and worldwide outcomes of educational and research experiences intended to add understanding to English language teaching practices. In this 2022-1 issue, the journal presents seven research reports, two articles of reflection and revision of themes, and one of a theoretical review.

The first research report by Carmelina Encarnación Mosquera introduces a study that analyzes the learning needs of a group of 108 students majoring in modern languages at Universidad del Cauca, Popayán, Colombia. The study reveals that the students' needs are mainly related to developing autonomy and a sense of ownership of learning, identifying, and using learning strategies. In the second research report, Jhooni Quintero-González and Amparo Clavijo-Olarte present an exploratory qualitative study which shares an innovative experience with 23 EFL undergraduate students in the Business Administration program at a private university in Bogotá, Colombia. The study reveals how these students explore cultural practices for shopping, economy, and pet-related issues in order to propose social entrepreneurship projects as social solutions during the Covid-19 pandemic.

The third research report describes a study in a rural public school in Colombia. Claudia Camila Coronado-Rodríguez, Luisa Fernanda Aguilar-Peña, and María Fernanda Jaime-Osorio, from Universidad Surcolombiana in Neiva, Colombia, seek to identify the impact of a task-based teacher-development program on the teaching practices of three primary teachers of the school. By identifying the teachers' perceptions, beliefs, and realities in their teaching practices, and how these influence their performance inside and outside the classroom, the three authors show how awareness of these aspects fosters improvements in the teachers' practices of lesson planning and materials design as well as in their English language pronunciation and vocabulary use.

The following two research reports present action research studies on oral communication in English. In the fourth research report, John Steven Gómez-Giraldo, from Universidad de

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Antioquia, Medellin, Colombia, presents an action-research fostering dialogic achievements of English language learners' communicative repertoires at a public school in a Colombian town. By considering the restricted concept of communication of the grammar-based syllabus and the competitive and violent interactions between the learners, the author, who is also the researcher, designed an action plan to expand the learners' communicative repertoires and promote reflections on violence and conflict resolution. The study shows how embracing the learners' communicative practices creates spaces for reflection on complex social and moral topics in the classroom. The fifth research report, presented by teachers Fabio Adrián Torres-Rodríguez and Liliana Martínez-Granada, each from a different school in Ibagué, Colombia, explores a proposal to motivate students' L2 oral communication through the practice of narrative games as task-based activities. The action-research process of the study aims at reflecting on the participants' lack of oral communication in English. The findings demonstrate that the students feel more motivated to use English when opportunities for social interaction, collaborative work, and scaffolding are offered.

The last two research reports come from Iran. Hossein Hashemnezhad, from Islamic Azad University in Tehran, presents a qualitative content analysis study exploring factors affecting EFL learning in that country. Based on data from face-to-face non-structured interviews with EFL teachers and university students, the author highlights factors associated with language planning and policy, teacher and student characteristics, and environmental/social elements. These factors entail implications for language planners, policymakers, and teachers. The second research report from Iran is presented by Samaneh Bahrami, from Islamic Azad University, in Tonekabon. This study implements the backward summary technique to enhance reading comprehension with 120 students of non-English undergraduate programs at the university. The results indicate that the experimental groups improve reading comprehension, retention, and organization of concepts of the assigned texts.

The two articles of reflection and revision of themes in this current issue of HOW talk about social networks to support English language learning and core elements guiding ELT education in the last years respectively. Perla Villegas-Torres, from Universidad de Guanajuato, Mexico, presents an analysis on the implementation of social networks to support the learning of English in the field of Computer Assisted Language Learning (CALL). By contrasting several research studies, the author initially discusses the strengths of implementing social networks in L2 instruction; then, the issues of teachers' CALL training for the implementation of social networks in the L2 instruction. She invites language teachers to include this resource in their L2 classes. The second article of reflection, by Angela Castro-Garces, from Universidad del Cauca, Popayán, Colombia, generates a reflective overview of English language teachers' knowledge-base, identity construction, and decision-making. This reflection uncovers teacher educators' gains and challenges in the field of ELT education.

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The last article in this 2022-1 issue is a theoretical review. In it, Diego Fernando Macías, from Universidad Surcolombiana, in Neiva, Colombia, and Wilson Hernández-Varona, from Concordia University, in Montreal, Canada, offer an analysis of the prevailing literature on teacher learning in language teaching. The authors focus on three dominant and overlapping approaches, identified through the literature, to understand teacher learning from a language teaching perspective. These approaches are content knowledge and teaching skills for effective teaching, the teachers' hidden pedagogy and prior experiences, and the social context in learning to teach. The authors offer several implications for teacher educators such as acknowledging future teachers' prior cognitions and learning experiences, highlighting the benefits of collaborative work and communities of practice, and adapting and innovating within the social constraints of their teaching context.

We, of the Editorial Committee of HOW journal, hope that these ten articles keep communication going among English language teachers both in Colombia and abroad. In this way, the journal maintains its objective of offering opportunities for the dissemination of knowledge resulting from educational and research practices that concern English language teaching and learning around the world.