

**W**e are pleased to present this new issue of the Education and Learning Research Journal – GiST. This edition covers three main topics: the impact of English in a content class, the knowledges and competences required for pre-service language teachers, and the pedagogical uses of technological devices to foster skills. Our first contribution by **Maíz**, from Spain, describes how university lectures can take a different shape in terms of the type of questions posed when using English as a medium of instruction, instead of Spanish. For bilingual contexts, this study is really useful at underlining how teachers and students' use of questions varies depending on the language used for instruction.

The second topic concerning the articles, initial teacher education, is a key element in the advancement of the countries, since teachers are the ones who help to cultivate new generations of subjects able to respond to the increasing demands of society, such as the development of informed citizenship, the adaptation to multilingual and multicultural societies, and the talent to take advantage of an ever-changing technological world. Therefore, many professors in initial language education programmes are inquiring about the body of knowledge that might compose the education of pre-service teachers.

**Arias-Cepeda** and **Rojas** delve into Linguistics as one of the foundational disciplines of Foreign Language Teaching, but whose didactics has not been frequently explored. Therefore, they share some partial results of a study aiming to re-interpret the role of this discipline in the curriculum of a Bilingual Education Programme and the advantages it could offer to future English teachers.

Another concern in relation to teacher education is the way in which we can foster research competences. In this line of thought, **Camacho** looks into French theory, specifically Deleuze and Guattari's *Logic of Sense* and their notions of experimentation, in combination with inquiry-learning, to support research and argumentation skills to further the construction of teachers as transformative intellectuals.

**Burgin** and **Daniel** also approach a common subject of interest for teacher educators, which is how to address multilingual and multicultural contexts, in this case, represented by indigenous

communities in Ecuador. This study exemplifies the emergent interest in Latin American countries in how to promote local practices in relation to foreign language teaching which better respond to contextual educational needs.

Becoming a transformative intellectual who inquires about ways to respond to local needs also implies being able to communicate research findings to local and international academic communities, action which is mostly done through academic writing. Therefore, **Marulanda** and **Martínez** decided to take a multi-strategy integrated approach to strengthen this skill with a group of pre-service teachers.

To close with this common thread of language teacher education, **Bautista** shares a review of Kumaravadivelu's key work *Understanding Language Teaching. From Method to Postmethod*, which has been paramount in encouraging new language pedagogies aiming to identify and respond to local needs, to foster the professionalization of language teaching – instead of its categorization as art and craft –; and to analyse how wider educational issues, such as political, economic and social phenomena impinge on language teaching.

Finally, two of the articles in this issue demonstrate how professors are trying to make the most of technological tools by combining them with a pedagogical basis. This is the case of **Devia** and **García** who explored podcasting along with collaborative learning to promote oral skills in a group of tenth graders from a public school. Also, **Celis**, **Onatra** and **Zubieta** decided to use educational videos in combination with affective learning to help vocabulary learning in a group of fifth graders.

It is our hope that this edition serves to encourage fellow members in the educational community to share results of their projects and to bring about new research that helps to strengthen our network and to contribute to the work being done in schools and universities.

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