

It is a pleasure for our editorial committee to share with you this new edition of *GiST Journal*. In this opportunity, our contributions are framed within the sociocultural turn in human sciences (Johnson, 2006, 2009), in which it is understood that language learning and teaching does not happen in a vacuum as it is constructed dialogically by different actors with their shifting identities and within particular contextual features. Understanding that learning to teach is a sociocultural practice is a premise that leads three of the contributions to this issue; first, **Torres-Cepeda and Ramos-Holguín** describe the process of identity construction as language teachers and learners for a group of pre-service teachers in Tunja by means of a narrative design; second, and in the same line of interest, **Vez-López and Jiménez-Velásquez** explored undergraduate students' perceptions about the skills they have developed when in their last semester of their university studies;

Turning to the practical applications of the sociocultural approach, we find the notion of community supporting pedagogical practices. In this sense, **Bonilla-Salazar** shares with us a case study about elements of youth identity emerging from the participants' interaction with music in English during interventions guided by critical and community-based pedagogies. Also, **Gómez and Cortés-Jaramillo** describe the results of an action research aiming at the construction of negotiated curriculum by using community-based pedagogies to benefit a rural school. Different models focusing on the development of bilingualism also take into consideration the contextual factors which could influence on their success and effectiveness; in this regard, **Rodríguez-Tamayo and Tenjo-Díaz** explored the construction of children's identities during their experience in a dual language program in the United States. Likewise, **Torres-Rincón and Cuesta-Medina** analyzed how Content and Language Integrated Learning could foster the development of 21st century skills such as critical thinking, collaboration, creativity, and communication and how professional development in this methodology could help teachers to see it as a dialogic approach. Subjectivities also constitute a key component of a sociocultural approach to language teaching and learning, then, **Posada-Ortiz and Garzón-Duarte** by means of autobiographies recovered pre-service teachers' experiences, feelings, and insights as English language learners and **Sevilla-Morales and Gamboa-Mena** examine how pre-service teachers' theoretical reflections on critical incidents connect to the English teaching system in Costa Rica.

In the sociocultural turn, it is understood that knowledge is socially construct and for that construction to happen, we need to communicate with one another; in the field of research, this is done through writing, that is why we have a case study by **Giraldo-Aristizábal** about the challenges and gains scholars face when engaged in the activity of writing academically. Additionally, and regarding, knowledge construction, Cárdenas, González and Álvarez in 2010 stated that teachers' knowledge base is an aspect of teacher education that has not been frequently explored. **Daniel and Burgin** decided to work in this direction by exploring Guatemalan teachers and learners' funds of knowledge about their cultural capital and a similar interest is displayed by **Castañeda-Londoño**, who reviews the concept of teachers' knowledge base from a poststructuralist and decolonial perspective.

We hope you enjoy this issue and we invite you to continue sending your contributions to build a learning and research community for the field of language pedagogy to encourage others to publish valuable work for fellow teachers and researchers.

References

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