

## **The Role of *HOW* In Giving Visibility to English Teachers' Knowledge**

### **El papel de *HOW* en visibilizar el conocimiento de los profesores de inglés**

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Received: August 1st, 2025. Accepted: August 6<sup>th</sup>, 2025

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## Abstract

The English language teaching community in Colombia has witnessed the emergence and consolidation of academic or scientific journals edited in the country to disseminate the results of teachers' work. Although their efforts are generally valued, we do not have many studies concerning the life and implications of what is being published in those journals. This article aims to examine the role that the *HOW* journal, led by the Colombian Association of Teachers of English (ASOCOPI), has had in making visible the knowledge produced by teachers of English. Following the tenets of narrative inquiry, we present an account of the path of the journal in such an attempt. To do so, we have examined documentary evidence that is part of *HOW* editorial processes and the history of the journal, as portrayed in the celebration of the sixtieth anniversary of ASOCOPI and the records of the past ten years. We identify achievements in the editing process as well as in the inclusion of different voices and agendas along the journal's trajectory. Finally, we highlight some opportunities to move forward as well as challenges we may face to ensure ASOCOPI's journal sustainability and upgrade in national and international scenarios.

*Keywords:* publishing teachers' work, teacher communities, *HOW* journal, teacher researcher, teacher knowledge

## Resumen

La comunidad de la enseñanza del inglés en Colombia ha sido testigo del surgimiento y consolidación de revistas académicas o científicas editadas en el país, con el propósito de difundir los resultados del trabajo de los docentes. Aunque generalmente se valoran sus esfuerzos, no contamos con muchos estudios sobre la vida y las implicaciones de lo que se publica en ellas. El objetivo de este artículo es examinar el papel que ha tenido la revista *HOW*, liderada por la Asociación Colombiana de Profesores de Inglés (ASOCOPI), en la visibilización del conocimiento producido por los docentes de inglés. Con base en los principios de la investigación narrativa, presentamos un relato del camino recorrido por la revista. Para ello, hemos examinado evidencias documentales que hacen parte de los procesos editoriales de *HOW* y de la historia de la revista, tal como se reseña en la celebración del sexagésimo aniversario de ASOCOPI y en los registros de los últimos diez años. Identificamos logros en el proceso editorial, así como en la inclusión de diferentes voces y agendas durante la vida de la revista. Finalmente, destacamos algunas oportunidades para avanzar, así como los desafíos que podríamos enfrentar para garantizar la sostenibilidad de la revista de ASOCOPI y su proyección en escenarios nacionales e internacionales.

*Palabras clave:* publicación del trabajo de los docentes, comunidades docentes, revista *HOW*, docente investigador, conocimiento docente

## Introduction

*"...now that the "somehow distant future" of the past has become our present, and the humble printed bulletin is now a journal read around the world thanks to technology, one wonders at the imperishable nature of human endeavors and at how common objectives survive, intact, throughout the changing times. We are just receiving the torch from our forerunners" (Cárdenas, 2016, p. 40)*

We would like to begin this article with a quote from the article that examined the academic trajectory of the HOW journal (hereafter HOW) during the Colombian Association of English Teachers' (hereafter ASOCOPI) 50th anniversary. Now that "the past has become our future," we celebrate another decade of the continuous growth of the ELT (English Language Teaching) community in Colombia by exploring HOW's role in highlighting English teachers' knowledge over the past 10 years. As we "receive the torch from our forerunners" (Cárdenas, 2016, p. 40), we advocate for the ongoing participation and active contribution of Colombian teachers in shaping an ELT field made in Colombia. We believe that scientific journals published in Colombia—both edited and published—serve as promoters of locally grounded and international research agendas, as well as ways of knowing and voicing alternative perspectives, with HOW being one such example.

For over six decades, ASOCOPI has sought to contribute to strengthening the academic community of English teachers in the country. The joint efforts of teachers, teacher-educators, pre-service teachers, and novice teacher-researchers have helped to position ASOCOPI as a valuable community for teacher education in Colombia. Since its foundation in 1965, the association has regarded the dissemination of teachers' research agendas, pedagogical innovations, and reflective practices as avenues for consolidating a local ELT community.

While we, as such a community, have a myriad of options to get acquainted with knowledge that has shaped the canons of our profession and their development, we cannot deny the preeminent role scientific or academic journals play over other kinds of publications nowadays. Journals have become sources of information for scientific and academic communities, and in Colombia, they are mainly edited by universities. This makes *HOW* unique. Without the infrastructure similar publications have, *HOW* has continued its course of action in ELT. Even in the face of difficulty or with little or no financial support, the journal is inspired by its vision:

HOW is a biannual publication led by ASOCOPI, the Colombian Association of Teachers of English. It is a journal by and for teachers of English who wish to share outcomes of educational and research experiences intended to add understanding to English language teaching practices. Therefore, the journal falls within the field of education and, specifically, the teaching and learning of English as a second or foreign language. (<https://www.howjournalcolombia.org/index.php/how/index>)

In the same vein, other Colombian journals have worked in shaping the field of ELT. In 2023, ASOCOPI and *HOW* welcomed Miryan Vera Peña and Edgar Lucero's initiative to create the Colombian Network of Language Journals that "looks to hold collaborative structures for continuous improvement" (Lucero & Vera Peña, 2024, p. 8). This platform emerged with the purpose of sharing good practices, joining efforts to strengthen the publication and dissemination processes, and promoting a fruitful dialogue among editors and assistants to the journals. Although individual and joined efforts are generally valued, we do not have many studies concerning the life and implications of what is being published in those journals.

Aware of the significance of ASOCOPI's 60<sup>th</sup> anniversary, we decided to engage in the analysis of *HOW*'s milestones, with special attention to the past ten years, a period that has been characterized by changes in national and international policies regarding the evaluation systems of academic or scientific journals. These, in turn, have affected the journals edited in Colombia, as well as the role they play in different communities. Thus, we examine how knowledge published in our journal has become more visible for capturing a wider audience of authors and readers.

We depart from extending a comparative analysis of the results from the article by Cárdenas (2016), which explored the evolution of *HOW* from its beginnings, the authors' profile and their preferred themes and concerns throughout the journal's history. We shed light on the most recent interests and authors' perspectives during the last decade, while contributing to the historical review of the journal and its impact in fostering academic dialogue between the periphery and the center. Similarly, through a narrative lens, we explore the challenges the journal faced in 2015 in comparison with the existing reality of the journal amidst ranking pressures and the pervasiveness of metric systems. Finally, we discuss the role that *HOW* has played as a steering force to build and strengthen academic communities, the trends and future directions of the journal, the profile of the articles in this special issue in the framework of ASOCOPI's 60th anniversary, and our advocacy for the strengthening of the journal from the larger audience and academic community.

## **What We See Now: Trends and Challenges in *HOW* from 2015 to 2025**

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The emergence and consolidation of academic or scientific journals edited in the country have contributed to the dissemination of teacher knowledge. Within this panorama, *HOW* has sought to make visible the emergent research and pedagogical agendas of Colombian teachers while enriching the academic dialogue with the international milieu. In ASOCOPI's 60th anniversary, we celebrate the contributions of the association to the ELT in Colombia, examine the last decade's work of *HOW*, and revisit the journal's aspirations and its responses to the emerging demands and pressures in publishing while advocating for the growing

participation of Colombian scholars in the academic dialogue concerning ELT. Table 1 depicts the salient events that have shaped its life.

**Table 1.** Salient Events During the 60 Years of HOW

| Name of the Publication                                 | Year                   | Features and Key Events   |
|---|------------------------|---|
| <i>HOW</i> bulletin                                     | 1965                   | <i>HOW</i> was created.   |
| <i>Boletín Académico-Informativo</i>                    | 1977 to 1979           | The name was changed.   |
| <i>HOW: English Teaching Magazine (Number 33)</i>       | October-December, 1979 | The bulletin was transformed into a journal.  |
|   | 1984                   | The International Standard Serial Number (ISSN) was assigned to <i>HOW</i> .  |
|   | 1986-1996              | The publication was suspended.  |
| <i>HOW: A Colombian Journal for English</i>             | 1997                   | The journal was reborn thanks to the leadership of Professor Edmundo Mora and the sponsorship of Universidad de Nariño. The name was changed to <i>HOW: A Colombian Journal for English</i> . Editorial policies were introduced to make it more scientific and ensure quality.   |
| <i>HOW: A Colombian Journal for Teachers of English</i> | 2004                   | <ul style="list-style-type: none"> <li>- ASOCOPI decided to take full charge of the edition and publication of the journal.</li> <li>- The journal maintained the series started at Universidad de Nariño, with a minor change in the title.</li> <li>- The <i>PROFILE</i> journal, edited at Universidad Nacional de Colombia, provided academic support, helped <i>HOW</i> to incorporate international publication policies, and accompanied it in complying with international standards for scientific journals.</li> <li>- The current format was adopted.</li> <li>- Consolidation of editorial committees and peer-review processes.</li> </ul> |
|   | 2009                   | <i>HOW</i> was included for the first time in the National Bibliographical Index, Publindex, and classified in Category C.  |

| Name of the Publication                                 | Year | Features and Key Events   |
|---|------|---|
| <i>HOW: A Colombian Journal for Teachers of English</i> | 2010 | The current three sections of the journal were defined: Research Reports, Reports on Pedagogical Experiences, and Reflections and Revision of Themes.   |
|   | 2012 | <i>HOW</i> was awarded a higher classification: Category B in the National Bibliographical Index, Publindex.  |
|   | 2014 | The journal changed its periodicity and became a biannual publication.  |
| <i>HOW</i>  | 2015 | <ul style="list-style-type: none"> <li>- From the first issue of 2015 (Volume 22, Number 1), the journal's title returned to its origins.</li> <li>- The publication has maintained its periodicity under the leadership of university scholars who have voluntarily contributed to maintaining its standards.</li> </ul> |

*HOW*, as well as other ELT journals edited in peripheral countries like Colombia, has faced challenges because of the adoption of national policies that govern the classification system and the prestige gained by the ones produced in the center, i.e., anglophone countries from the West and with strong economies or hegemonic territories. Additionally, the assumption that the quality of the journals depends on the citations received, the prestige of the publishing houses, or the institutions in charge of them presents a more difficult situation for a journal that depends upon the voluntary work of editors, assistants, and reviewers, and the limited budget ASOCOPI can invest in sustaining it. Despite those drawbacks, in ASOCOPI's 60<sup>th</sup> anniversary, we celebrate the contributions of the association to the ELT in Colombia and examine the last decade's work of *HOW* for the growing participation of Colombian scholars in the academic dialogue concerning ELT.

We argue that Colombian edited journals such as *HOW* have played a significant role in shaping the ELT field. The prolific research production shown by Colombian journals, whose focus is on foreign language teaching and learning, has constructed Colombian ELT as a valid interlocutor in the global arena while broadening its horizons to the larger academic landscape. Journals such as *HOW* have been the hub for several local and international authors to share their research and pedagogical agendas as an opportunity to establish a

common dialogue between the center and the periphery. Publishing has also become a political act where Colombian scholars, teacher-educators, teachers, pre-service teachers, and novice teacher-researchers alike position themselves as transformative intellectuals to contest, challenge, and digress imposed instrumentalized perspectives of themselves as passive technicians (Kumaravadivelu, 2003) while decolonizing knowledge (Cárdenas, 2021). Thus, *HOW* has become a platform for teachers' voices to be heard, published, and read. This vision has been grounded in the realities of the academic community while striving for visibility, editorial quality, and national relevance.

For the past ten years, *HOW* has continued its mission to share educational and research experiences without interruption in the field of ELT from teachers, teacher-educators, pre-service teachers, and novice teacher-researchers. Throughout time, editors in the journal have invited the community to think of *HOW* as a *space of enunciation* rather than simply as a publication (Cárdenas, 2016, 2021; Lucero & Castañeda, 2021). Since then, and despite the growing external pressures to abide by ranking and metrics, the journal has served as the platform for about 270 authors to share their voices, concerning their research agendas, pedagogical innovations, and reflections on the field.

Since 2015, *HOW* has been facing different challenges for its publication in times of ranking and indexation pressures. Coupled with the lack of sponsorship and academic support from reviewers, who are often overwhelmed by workload, one of the most pressing concerns has been the pressure of academic rankings. The increasing influence of international indexation systems aligned with the largest companies for the dissemination of knowledge (e.g., Elsevier, Thomson Reuters, Web of Science) in the national policies and ranking indexes, has created a dual expectation: on the one hand, *HOW* is expected to maintain its mission to democratize and make knowledge accessible to the academic community; on the other hand, the journal must comply with standards that often prioritize and value international impact factors over local impact. The classification carried out in 2017 harmed the ranking of several publications; many of them were categorized at a lower level, and others were left out.

As described by Cárdenas (2022), after debates and tensions due to changes in the policies, in 2017 and 2018, new calls were issued by Colciencias (now Ministry of Science, Technology, and Innovation) to classify journals under new rules that did not pay much attention to requests from local communities. No substantial changes were made concerning what had been defined in the 2016 national journal classification model, and the results again harmed the position of university journals; *HOW* was not the exception. The number of classified journals was reduced, as shown in Table 2, and since 2000, there has not been an update in policies or in the national rank.

**Table 2.** Comparison of Journals Indexed in Publindex by Category, in 2014, 2017, 2018, and 2020

| Category | Number of journals classified in 2014 | Number of journals classified in 2017                         | Number of journals classified in 2018                         | Number of journals classified in 2020                         |
|----------|---------------------------------------|---|---|---|
| A1       | 38                                    | 1   | 3   | 4   |
| A2       | 137                                   | 12  | 10  | 19  |
| B        | 134                                   | 110   | 119   | 120   |
| C        | 263                                   | 123   | 143   | 134   |
| Total    | 562                                   | 246 (out of 583 journals endorsed by publishing institutions) | 275 (out of 540 journals endorsed by publishing institutions) | 277 (out of 519 journals endorsed by publishing institutions) |

**Note:** The table was done considering results in Cárdenas (2022, p. 51) and Minciencias (<https://minciencias.gov.co/la-ciencia-en-cifras/publindex/estadisticas-2017> ; <https://minciencias.gov.co/convocatorias/fortalecimiento-capacidades-para-la-generacion-conocimiento/convocatoria-para> ).

We observed a decrease in the number of classified publications; also, many journals dropped in category. *HOW* fell from category B to C in 2017, although returning to category B in 2021. For most of the journals, the outlook did not change significantly in 2018. Although a considerable portion of the scientific community expressed dissatisfaction with the new methodology, others believed the main interest was to curb the economic impact that high publication rates by public university faculty members have on the budget, since these publications result in salary increases. For its part, MinCiencias argued that the survival of so many journals with few researchers and few citations could not be ensured, since, according to its policy, academic impact is determined by citations. Still now, Colombian journals wait for the criteria that will rule their evaluation and classification. In this panorama, *HOW* has maintained its presence and has not given up.

## Revisiting Goals and Embracing Emerging Challenges: A Decade of Publishing Teacher Knowledge

The journal's trajectory from 2004 up to now embraces notable progress in positioning itself as a platform for teacher knowledge, research dissemination, and critical reflection. The journal has archived the evolution, questions, tensions, innovations, hopes, and critical reflections of the Colombian ELT since the early bulletins of the 1970s to today's fully

digitized issues. In 2016, Cárdenas recounted the main features of the 214 articles from 2004 to 2015, with Pedagogical Experiences and Research Reports as the central pillars of publication in the journal. In 2025, we see the journal has sustained its editorial vision while adapting to the emerging publishing challenges (See Table 3 below).

From the first issue of 2016, a total of 170 articles have been published in *HOW*, including this special issue, bringing the total number of contributions to 384 manuscripts since 2004. The journal has followed the path of continuity and resistance by sustaining a steady editorial rhythm for research dissemination. On average, *HOW* has published 16 articles per year, maintaining its biannual periodicity of eight manuscripts per issue after the decision to issue a number in each semester in 2014. In 2022, the journal published a third special issue to celebrate the journal's 25<sup>th</sup> anniversary. This issue featured reflections by Colombian scholars charting emergent research agendas of ELT in the country and underscoring the blooming of situated epistemologies rooted in the Colombian landscape (Lucero & Castañeda, 2022). *HOW* has sustained its periodicity as a form to showcase ASOCOPI and the journal's commitment and organization to giving voice to teacher-researchers in Colombia and abroad.

Since 2010 (Issue 17), the journal has retained the main sections for teachers to produce and share knowledge. The *Research Reports* section has been the most prominent, representing 66% of all manuscripts (113 out of 170 articles). This fact shows a significant increase from the previous period (2004-2015), during which only 35% of the journal's production was framed within this category. This rise may be the result of an increasing interest from ELT practitioners in engaging with action research, narrative inquiry, and classroom-based inquiry, strengthening a research culture in foreign language teaching and learning in the country. In comparison with the report in 2016, the *Reflection and Revision of Themes* section saw an increase from 8% to 25% (43 articles) in 2025. This reflects the journal's commitment to maintaining the visibility of teachers' profiling emergent themes and their critical engagement with theoretical concepts. In contrast, the section on *Pedagogical Experiences* showed a decrease from 26% to 8% (13 articles). Though fewer in number, this section continues to provide significant insights into teachers' praxis and their relatable experiences in bridging theory and practice. A lone *Book Review* article (1%) rounds the content distribution *HOW* has fostered for the past decade. This last section was no longer available since the first issue of 2016.

In terms of authorship patterns, 286 authors have been published in the journal for the past ten years. In comparison to the report in 2016, gender representation has slightly changed, with 58% of authors identifying as female and 42% as male by 2015, and 61% and 39% respectively during the last decade. These data represent an initial attempt to characterize the demographic composition of the ELT teaching profession in the country while suggesting a relatively balanced participation from female and male ELT teacher-researchers from Colombia and other global contexts. While the journal's scope remains locally grounded, it has increasingly expanded its horizons.

The international participation of different authors demonstrates *HOW*'s recognition and accessibility aligned with its policies as an open-access journal aiming to build a shared space for reflection and practice-based research. In this vein, out of the 170 articles published in the past 10 years, 118 were authored by Colombian teacher-researchers. We also noted contributions from authors in Chile (15 articles), Iran (10), Mexico (8), Argentina (2), Saudi Arabia (2), and one article each from Ethiopia, Panama, Puerto Rico, Spain, Turkey, and the United States. Similarly, out of the 170 articles published between 2016 and 2025, 81 were written by single authors, 62 by pairs, and 18 by teams of three, proving that collaborative writing is a defining characteristic of the journal and strengthening its role as a site for academic collaboration.

We believe that these quantitative data point to *HOW*'s success in fulfilling its mission while responding to the growing demands of academic publishing. Thus, the journal has positioned itself as a platform for reflective inquiry to publish work that bridges theory with classroom realities. We believe that this renewed increase signals critical reflection and political action from teacher-researchers who advocate for teachers' knowledge production *otherwise* instead of implementing top-down policies uncritically. The latter has been the result of the increase in research reports evident in the journal's contribution to sharing systematic inquiries in ELT classrooms. Thus, *HOW* has helped position teachers as producers of knowledge instead of mere passive technicians in the academic field, as it nurtures diverse genres of writing. We believe that *HOW* is not solely a platform for in-service teacher-researchers but also becomes an avenue for undergraduate and graduate programs to share their research agendas while serving as a reference for future generations. The journal's effort to maintain its open-access policies despite the challenges in funding and sponsorship mirrors the mission of ASOCOPI, as expressed in its slogan, for "*Cultivating, Supporting and Treasuring the ELT Profession in Colombia*". Therefore, the journal disseminates knowledge, becomes a platform for sharing voices, and *creates conditions* for the development of a more reflective and critical teaching force from the periphery.

## Navigating the Present and Envisioning the Future: Challenges and Resilience

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Since its inception, *HOW* has had to navigate an increasingly complex and challenging academic environment. In 2016, Cárdenas warned the academic community of the challenges the journal was facing: (i) coping with the impact and ranking pressures, (ii) dealing with lack of sponsorship and support, (iii) balancing the availability of reviewers, (iv) keeping the sections alive, (v) supporting authors with the systematicity of academic writing. Today, these challenges remain.

Not surprisingly, the biggest challenge continues to be the pressure to meet indexing and metric criteria. This is related to Colombia's accession to the OECD (in Spanish: OCDE

-*Organización para la Cooperación y el Desarrollo Económicos*) in 2020. It should be noted that the OECD fosters peer revision to enhance quality in the issuing, implementation, and monitoring of national policies in areas such as information, technology, and education (Tassara, 2016). The international connections and benefits resulting from OECD are not denied. However, the application of international norms that are not always perceived as transparent or fair has been associated with what has happened with the evaluation of academic or scientific journals and, thus, questioned.

**Table 3.** *HOW* a Decade Later. Comparative Report 2004-2015 & 2016-2025

| 2004 - 2015  | 2016 - 2025  |
|--|--|
| From 2004 to 2015, a total of 214 articles were published.   | 170 articles from 2016 to 2025 have been published.  |
| 35% research reports<br>26 pedagogical experiences<br>8 reflections and themes<br>1% book reviews  | 66% Research Reports<br>8% Pedagogical<br>25% Reflections<br>1% Book Reviews   |
| Up to 2010, the issue featured 9 articles; in 2010, it increased to 10 and from 2011 to 2013; 12 manuscripts were published in each issue. From 2014, the journal became biannual featuring 7 articles per number. 14 per volume.          | The journal has been publishing in average a total number of 17 articles per volume. Including 15 manuscripts in 2016, 2019, 2020, 2023, and 2024. 16 in 2021. 17 in 2017, 2018, 2025. 28 in 2022. |
| Female 58%<br>Male 42%   | 61% Female<br>39% Male total of 286 voices   |
| Nationality<br>Colombia: 215<br>United States: 22<br>Mexico: 14<br>United Kingdom: 3<br>Iran: 4<br>Argentina: 4<br>India: 3<br>Puerto Rico: 3<br>China: 1<br>Japan: 1<br>Russia: 1<br>Venezuela: 1<br>Brazil: 1<br>Canada: 1<br>Total: 274 | Nationality<br>Argentina: 2<br>Chile: 15<br>Colombia: 127<br>Ethiopia: 1<br>Iran: 10<br>Mexico: 8<br>Panama: 1<br>Puerto Rico:1<br>Saudi Arabia: 2<br>Spain: 1<br>Turkey:1<br>USA:1<br>Total: 170  |

The need for the government to meet international criteria as an excuse to gain international visibility through the inclusion of national journals in reputable databases such as Scopus or Web of Science has exacerbated the pressure on *HOW* to meet indexation and ranking pressures. Nevertheless, *HOW* has found ways to navigate this increasingly metric-driven system that values international publishing standards, prioritizing article citations and impact factors while excluding, implicitly, recognition of research-based practice from peripheral journals, whose contributions are often under-cited. Nonetheless, the data shown above demonstrate that Colombian authors with different academic trajectories, as well as others with geographic diversity, maintain their interest in the journal. Besides, although we are missing studies measuring the impact of the contents published in *HOW* on the development of teacher education programs, citation reports from Google Scholar show that postgraduate theses and monograph papers, and, on some occasions, other publications, cite its articles.

The editorial team, hand-in-hand with ASOCOPI's Board of Directors, has instilled on acknowledging the value of the journal in the academic community by inviting teacher-researchers, pre-service teachers, teacher-educators, and scholars to continue publishing in *HOW* despite having not participated in MinCiencias' 2021 call, a situation that has been lingering until now because the Ministry has not issued a call in this respect. Although this has been an insurmountable challenge for the journal, the academic community has responded and helped sustain the journal's periodicity. As is the case with this special issue, Colombian scholars believe in the local impact of *HOW* as a driving force to disseminate locally-based research while helping ASOCOPI keep the journal alive. We believe this support has allowed the journal to remain in shaping the field of ELT. Consequently, we extend our utmost gratitude to those authors who keep believing in *HOW*, even though it does not represent points in the "puntímetro" or score system that, now, might be the incentive for some university professors to advance in their careers and get a salary raise (Gómez-Morales, 2015).

Similarly, we invite the academic community to consider that the trajectory of *HOW* cannot be separated from the history of ASOCOPI itself. Over the years, *HOW* has provided to and supported the association's mission "to contribute to the betterment of English Language Teaching in Colombia by means of promoting quality Educators" (ASOCOPI, n.d.); however, the journal has faced challenges in funding and sponsorship. The journal's publication has depended solely on the voluntary work of ASOCOPI's Board of Directors, the Editorial Team, authors, and reviewers since 1994 (Cárdenas, 2016). This fact represents a big disparity between those journals that have the support or infrastructure to sustain the editorial activity. As we celebrate 60 years of ASOCOPI, we advocate for a call to action from the ELT community to contribute through funds or more voluntary work, becoming reviewers, and continuing publishing to sustain the association and the journal.

Despite the above-mentioned tensions, *HOW* has chosen to uphold its ethos by resisting through publishing rigorous and accessible research. Instead of compromising its mission to meet external benchmarks, the journal has sought to amplify the voices of Colombian teacher-researchers. The different issues launched in the past ten years mirror the collective efforts from ASOCOP's BoD and the Editorial Team to achieve the transforming practice of ELT through reflection, inquiry, and action. The journal's Editorial Team remains positive that through strengthening peer-review procedures, improving metadata management, and diversifying its editorial board, *HOW* will continue to reflect a vibrant publishing ecosystem for teachers' voices and situated research.

## **Celebrating ASOCOP's 60th Anniversary: An Ongoing Commitment to Positioning Voices from the Periphery**

*HOW* is proud to celebrate the 60<sup>th</sup> anniversary of the Colombian Association of English Teachers through this special issue that stands as a tribute and testimony of the legacy of the association and its contribution to the evolution of the Colombian ELT field. These six decades have represented the association's uninterrupted commitment to professional advocacy and academic community building. ASOCOP has served as a national platform for teachers' voices and as a marker in shaping an ELT that is socially, critically, and locally grounded. This issue showcases a rich variety of perspectives from local authors. The manuscripts prove a commitment to academic rigor, critical reflection, community transformation, and social justice.

The selected contributions in this special issue explore the historical, political, pedagogical, epistemological, and peripheral knowledge built from the bottom up in the country. In contrast to the dominant narratives concerning the centralization of what is considered valid knowledge in ELT, as stemming from countries from the inner circle (Kachru, 1985), this issue unfolds across territories, institutions, and timeframes. The articles are organized around different core themes. These themes reflect emerging research agendas and persistent concerns in the Colombian ELT landscape. The authors address critical pedagogies and territory-based agendas, the integration of content and language, teacher education under foreign influence and local resistance, rural and peripheral ELT, sustainability, and digital transformation.

The opening article from Bertha Ramos-Holguín, Julieth Lorena López-Acevedo, and Jhon Eduardo Mosquera-Pérez, from Universidad Pedagógica y Tecnológica de Colombia, traces the emergence of socio-cultural and socio-critically oriented approaches to ELT in Colombian territories. Their work highlights the context-sensitive turn that the ELT field has taken towards the local realities in the regions. By revisiting past practices during the last few years, the authors advocate for renewed practices aiming towards social justice grounded

in situated teaching practices. Similarly, they envision future opportunities to understand Colombian ELT as both pedagogically and politically situated in local practices. In tune with the situated practices, Lourdes Rey-Paba, Kathleen A. Corrales, Angela Bailey, and Nayibe Rosado-Mendinueta, from Universidad del Norte, explore the teaching of English through content in higher teacher education. By reviewing the specialized literature on English teaching through approaches such as Content and Language Integrated Learning (CLIL), English as a Medium of Instruction (EMI), and English for Specific Purposes (ESP), the authors address the evolution of English teaching as a vehicle for disciplinary learning. These authors discuss the potential opportunities and future directions of these approaches within the diverse local realities of the Colombian landscape.

The third article, authored by Edgar Lucero, Yolanda Samacá-Bohórquez, and Jairo Enrique Castañeda-Trujillo examine the field of ELT in Colombia for the past sixty years and the emerging tensions between imported language methodologies and local pedagogical realities. Their reflections question the dominant second-language teaching methods and dominant linguistic policies to resist the hegemonic discourses permeating ELT while emphasizing the need to develop contextually responsive teacher education programs. This critique of the dominant narratives is aligned with the fourth article in the issue by Pilar Méndez-Rivera, Alexander Steffanell, and Francisco Pérez-Gómez. Through document analysis and autobiographical narrative, the authors raise awareness on building bridges between the academic center and the periphery, particularly the Caribbean region of the country. The manuscript critiques the imbalance of power in Colombian ELT concerning the presence of ASOCOPI in the Colombian Caribbean region from 1989 to 2018. These authors raise concerns about the senses of association and representation of territories in connection with ASOCOPI's role of bringing unity and belonging in Colombia.

Carlo Granados-Beltrán and Miguel Martínez-Luengas trace the historical-pedagogical trends in Colombia from 1966 to 1985. Through archival analysis of the early issues of *HOW*, the fifth article in this issue explores the shifts in foreign language education, teachers' professional development, and teaching methodologies in the ELT field. The authors portray the broader sociopolitical transformations concerning the evolution of the field amidst globalization, the digital revolution, and the incorporation of intercultural competence and intercultural education. This manuscript reaffirms *HOW*'s role in shaping ELT in Colombia through its historical record and as the space for knowledge construction and dissemination.

Addressing rural education, Yamith José Fandiño-Parra, Andrea Muñoz-Barriga, and Sandra Patricia Barbosa-Hernández, from Universidad de La Salle, chart the trajectory of English teaching in rural contexts. Through a critical examination of scholarly literature, the authors identify persistent challenges in foreign language education in rural contexts. Their historical overview of rural education concerning English advocates for plurilingualism, interculturality, and context-responsive practices as transformative frameworks for rural

ELT. In tune with the examination of Colombian rural ELT, José Adriano Barbosa-Corredor and Liceth Alejandra Bohórquez-León, from Universidad Pedagógica y Tecnológica de Colombia, share findings from an ethnographic study in Boyacá. The authors address the voices from those who experience English daily in rural territories in Colombia. The manuscript centers on the voices of learners, teachers, and parents concerning the evolution, progress, and challenges of the field in rural communities. Both studies make visible the advances and ongoing gaps of ELT in territories whose access to resources and pedagogical support have somehow been sidelined by the national authorities.

The last two articles bring two broader social dimensions to the conversation. On the one hand, William Ricardo Ortiz-García and Carol Anne Ochoa Alpala explore how teachers and researchers have contributed to the Sustainable Development Goals (SDGs) in the ELT field. Through a documentary review of Colombian ELT publications, their work focuses on the areas of quality education, equity, and peace to connect classroom practice with global justice agendas. On the other hand, Juan Carlos Acosta, Marcela Díaz-Ramírez, and Cenaida Gómez-Sáenz explore the impact of distance and digital learning models in foreign language teaching and learning. The manuscript traces the evolution of distance ELT in Colombia to understand the transformations in access, pedagogy, and inclusion through technological innovation. The authors emphasize the need for a flexible ELT that adapts to diverse populations, particularly those in the periphery, through distance learning and media literacy practices.

The contributions of the nine articles, aligned with the previous sections discussed in this manuscript, demonstrate *HOW*'s historical role in shaping the field of ELT, the mission of ASOCOPI in promoting quality professional development for teachers in Colombia, and our call for action from the larger academic community to continue contributing to the production and dissemination of knowledge. We believe that this special issue continues to foster critical dialogue amongst the different socio-cultural and political actors in the ELT field in the country. Their voices, research agendas, critical reflections, and innovations reaffirm the increasingly ever-changing landscape of ELT in Colombia. In this vein, the issue offers a non-linear narrative of progress. It features a multilayered thread of narratives, polyphonic texts, and kaleidoscopic perspectives that examine our past practices, present challenges, and future possibilities. This special issue honors ASOCOPI's 60<sup>th</sup> anniversary by reminding us of our unique roots, territories, experiences, and communities, and our capacity to establish shared dialogues and collaborative writing across differences. We remain positive that ASOCOPI and *HOW* will surmount any upcoming challenges as both continue their uninterrupted efforts to place the Colombian ELT at the core of the dialogue between the center and the periphery.

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