
Margaret M. Lieb in the first article *Cultural Distance and Cultural Dimensions in Diverse ELT Environments: A Quantitative Investigation* described a quantitative study derived from the Cultural Dimensions of Learning Framework to investigate the cultural distance between Japanese EFL students and native English teachers from universities nationwide. Although study results showed statistical differences in preferences categorized as social relationships, epistemological beliefs and temporal perceptions, the practical significance was small, which may suggest a smaller gap than expectation in terms of the social distance between the two participating groups.

Next, to investigate the practices of higher education teachers in integrating intercultural communicative competence, Jamaica Vizarra Garcia in *Integration of Intercultural Communicative Competence: A Case of English Language Teachers in Higher Education*, carried out an initial survey in five state universities and colleges in three provinces of the Philippines, elicited qualitative data from the findings and concluded that there is a need to enhance the integration of ICC in courses, especially in Purposive Communication language courses. The author suggested institutions focus on increasing the capacity of (pre-service) teachers in terms of teaching and developing the ICC of learners through various training programs.

The last article, *The Relationship between Digital Literacy Skills and Self-Regulated Learning Skills of Open Education Faculty Students*, looked into the relationships between self-regulated learning skills and digital literacy skills. With the Digital Literacy Scale and Self-Regulated Learning Skills Scale on 203 Open Education Faculty students, Ilknur Istifci and Nil Goksel showed a positive correlation between the two researched variables, gender as a factor while age was not regarding the two studied variables, and frequent use of ICT increased digital capability.

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