

# editorial

It is a pleasure for our editorial committee to share with you this new edition of ENLETAWA JOURNAL. This issue highlights the fact that writing is a crucial form of human expression. Thus, this number presents research reports about various themes that range from interculturality to students' voices to language teaching in indigenous communities. It also explores writing from the self-based on authors' lived experiences. The first part of the journal accounts for research reports as reliable sources about conducted research. The second part includes reflective essays from the students in the 16th M.A. in Language Teaching cohort on topics related to linguistics and their contexts. The third part of this issue invites readers to enjoy a portrait of the self as a means of expressing and reflecting about life in a personal way. The works in this volume reflect an opportunity to write with more creativity, insight, and enjoyment. This volume attempts to empower writers “to be better scholars, to live more fully in the world” (Hooks, 1994, p. 6) through the interrogation of homogenized ways of writing.

At a closer look, we begin this issue with an article titled *Cohesion in Spanish as a Second Language in an Indigenous School* written by **Lina Katherine Amaya Pérez, Mario Santiago Fonseca Parra, and Juan Esteban Pineda Guarín**. The authors, who are undergraduate students from the Universidad del Bosque in Bogotá, Colombia, write about their experience with a group of fifth graders from the Sikuani tribe in Puerto Gaitán, Meta, Colombia. The researchers talk about the implementation of a linguistic roulette to help enforce cohesion when writing in a Spanish as a second language classroom.

The next article is titled *Intercultural Communicative Competence in Spanish as a Foreign Language: Analysing a Course Book*, which was written by one of our master's graduates, **Nydia Johanna Rincón Morales**. Her article explores the *savoirs* of the intercultural communicative competence. Then, she analyzed how these *savoirs* are represented in a Spanish as a Second Language course book. Nydia also concluded on the importance of integrating the intercultural communicative competence in language materials.

The third research report was written by **Jairo Enrique Castañeda Trujillo**, an assistant professor at Universidad Surcolombiana and sociolinguistics professor in our master's program. In his article, *Los Profesores de Inglés (Re)Clamando por un Cambio en el Concepto de Formación Inicial de Profesores*, the author pays close attention to the voices of students who are in a process of becoming English teachers. During their pedagogical practices, the author attempts to understand their voices through written reflections. Such aspects as the role of mentors and a change in the pedagogical practices were among the reflections made as a first step to transforming the situation.

The second part of this issue is a series of reflective essays written by M.A. students as an assignment for the sociolinguistics seminar. We begin this section with author **Yohan Sneider Tiria Sotelo**, an M.A. candidate who talks about lexical borrowing and its influence in the EFL classroom. The second essay was written by **Blanca Ximena Pedraza Hernandez**, an M.A. candidate. Her essay focused on empathy and mutual responsiveness in the classroom.

**Diana Andrea Caro Romero** and **Héctor Javier Caro Romero**, fourth semester M.A. students, discussed the presence of cultural hegemony in EFL textbooks. Finally, **Anna Carolina Peñaloza Rallón**, reflects on the role of social interactions and critical events in the academic writing process.

Our third section includes stories and poems from different authors in our academic community. We begin this section with a reflection by Modern Languages student **María Camila Vargas Arévalo** about the power of the moon. **Daniela**, a Modern Languages student, writes a personal narrative about her experience with her major titled *Who am I?*. **Erika Yesenia Rodríguez Carreño** thrills us with a love story titled *I Never Thought a Stare Would Change my Life* with a plot twist, and **Lorena Pineda Alfonso** enlightens us with an imaginative and healing story about the value of love called *The Force of Destiny*. We close this segment with a short story in French titled *Aventure sur l'île de Yuqi* written by **Karen Eliana Preciado Ochoa**. Her story is the first two chapters that will continue in the next number.

Finally, we are happy to introduce a brand new section of the journal titled **The Art Gallery**. Recognizing that there are many forms of expression, we open this section for local, national, and international artists to publish their paintings, photographs, sculptures, and other visual works of art that connect them to the language, culture, life, and society. Electronic engineering student, **Juan Felipe Gil**, shows his collection that include the images *Milo*, *Emoción de la mirada*, and *Naranja*. Local photographer, **Tadeh Issaian**, presents his image titled *Hidden in Plain Sight*, about the beauty of nature we sometimes miss in our daily routines. Modern Languages student, **Laura Camila Salamanca Güechá**, gives us her collection titled *The Voice of Nature*. **Anna Carolina Peñaloza Rallón**, the editorial assistant, displays her piece titled *Girl with Hijab* meant to reflect on the role of women and young girls in society and their capacity to dream. **Ana Olga Rallón Afanador**, an undergraduate English teacher, shows us her collection titled *God's Creations*. Finally, **Marcela K. Peñaloza**, a sixth semester medical student, captures urbanization from a different perspective in her image titled *Blue Steel*.

It is our pleasure to welcome you to Volume 12, Number 1 of Enletawa Journal, and we invite you to read, contemplate, reflect, rejoice, and participate in this issue!

**Bertha Ramos Holguín and Anna Carolina Peñaloza Rallón**  
Journal editor and assistant to the editor

## References:

Hooks, B. (1994). *Teaching to transgress*. New York London: Routledge.

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