

Dear readers, friends, and community,

In this new edition of ENLETAWA JOURNAL, we invite you to join the conversation on rethinking our educational systems. This issue elicits further thought about Restrepo and Rojas (2010) and Kumaravadivelu's (2014) statements regarding decoloniality as a possibility to question the false notions of "objectivity" and "universal truths" that enable Western knowledge to project a neutral knowledge. In this sense, this issue provokes dialogical interactions with our local realities.

The articles in this issue recognize the fact that local knowledges are a way to question existing colonialities. By local knowledges, we mean the diversity of Cosmovisions that exist in the world. In De Sousa Santos' (2010) words, local knowledges account for the diversity of epistemologies in the world. That is to say, every social group has a knowledges system that underlies its cultural practices. Thus, this issue presents some of those knowledges written by its social actors, who come from different backgrounds and walks of life.

Doctoral student, **Mireya Esther Castañeda**, shares her review of English language policies in Colombia in public schools. Her analysis serves as first step to understanding the progress language policies have undertaken, as well as where we are headed as directors, teachers, and researchers.

Héctor Javier Caro and **Diana Andrea Caro**, M.A. in Language Teaching candidates, present a critical discourse analysis of a textbook used in their contexts. In their study, they evaluate the presence of cultural hegemony and its possible implications for language learners in higher education.

Angélica María Carvajal and **Yolanda Duarte Medina**, B.A. in English as a Foreign Language tutors at the CAU Chiquinquirá (*Centro de Atención Universitaria*), listened to their pre-service teachers' voices in a distance learning program. Their study revealed the pre-service teachers' perceptions about the role of the English teacher. The pre-service teachers showed that they valued empathy, open-mindedness, and innovation as characteristics of distance learning English teachers.

Arnold Yesid Rojas, **Luis Alejandro Novoa**, and **Santiago Andrés Sandoval**, B.A. in Modern Languages majors and researchers, detail the uses of technology in the classroom. Their reflection points to technology as a way to question traditional methodologies in the classroom, as well as a means of promoting autonomous learning among students. Their perspectives, as students and researchers, provide an enriching point of view to rethinking our higher education classes.

Meanwhile, **Anna Carolina Peñaloza** and **Laura Camila Salamanca** take us through a self-reflection using co/autoethnography as a means of writing and sharing experiences. Anna, an academic writing teacher, and Laura, a pre-service teacher, discussed their writing processes and the role creative writing had in their lives. As part of the reflection, they interviewed three modern languages students to listen to their writing processes and thoughts on creative writing. All of this is done as a part of introducing a critical sociocultural model to their academic writing classroom.

In our Creative Writing section, **Lina María Calixto**, an undergraduate language major, shares her poems titled “Everything Changes” and “My Dear English Teacher” She expresses her thoughts about the positive changes and gratitude toward those who have guided her educational processes.

Servicio Nacional de Aprendizaje (SENA) student, **Yesica Yuliana Tobasura**, writes a poem titled “My Dream World”, while **Jey Carolina Ruiz**, a UPTC undergraduate, shares a fable titled “The White Rabbit and the Little Wolf”.

We close this issue with a painting by **Mia Gamauf**, an elementary school student, and **Viviana Angélica Ramos**, a modern languages student, as we continue to open spaces for artists, photographers, and illustrators to contribute to our journal. We hope that the arts, education, and research can continue going hand in hand to provide us with more ways to express ourselves.

As you read through the pages of this issue, we invite you to reflect, question, act, and join in on rethinking our educational systems and lives.

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

References

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