

Dear readers, friends, and family,

Education has experienced unexpected changes in the past months. Perhaps the most significant is related to teaching students remotely. It is a fact that as teachers, we have had to accommodate to new ways of teaching, while demonstrating our "human" qualities as educators.

In this time of the pandemic and health crisis, individuals might be wondering what, how, and who educators teach. At the same time, teaching has become more challenging than ever. We have had to face enormous obstacles in our contexts like the lack of technological infrastructure and access to material, as well as fostering students' motivation for learning.

Nevertheless, we also believe that teaching, despite its many current challenges, continues to be a rewarding activity. In this issue, we present articles written by teachers who work in a variety of contexts: urban and rural; public and private; elementary, secondary and tertiary education. In other words, our authors are teachers and students as social subjects who wonder every day about the many realities they have to deal with. In spite of the difficulties these teachers face, they still thrive and narrate their stories.

With this issue, we hope to share with you how teachers and students are facing the current pandemic and the transformations they have incurred in their daily practices. We have collected a series of letters to the editor, in which students and teachers share their experiences at present.

We continue our issue with a research report written by **Adriana María Salinas** titled *Writing Development Through Materials That Focus on Peer Feedback in an EFL Context*. For her article, Salinas writes about peer feedback among eighth graders. The author showed how significant improvements were seen in her students' writing skills due to peer feedback, in addition to implementing engaging material.

Our second research report titled *Student Awareness of Social Practices by Using Reading Strategies Through Blogs* was presented by **Paola Yesenia Puerto Zabala**. The author integrated a Cognitive Academic Language Learning Approach (CALLA) and blogs to guide students in constructing their process as conscious readers. As part of her study, Puerto found that blogs were a useful resource that revealed students' reflections, experiences, and personal points of view.

The final research report was written by **Carlos Alberto Bello Casas and Mauricio Uricoechea Guzmán** titled *Teatro para la expresión*. For their study, the authors investigate theater as a pedagogical strategy at Silvino Rodríguez in Tunja, Colombia. Framed under a qualitative paradigm, the authors reflected on social problems in education with an objective to improve educational practices and discourse through strategies.

In our creative writing section, **Laura Camila Salamanca Güechá**, **Nicolás Rojas Arias**, and **David Leonardo Murcia Arias** present an original short story titled *El Talisman Llanero*. The story is accompanied by their own artwork and was inspired by the pueblo Maya and their narratives.

For our art gallery, we present a photograph by **Julián Esteban Aguirre Ramos** titled *Flor de Primavera*. **Laura Camila Salamanca Güechá** and **Adriana Edith Güechá Vega** present their collection of photographs from el Llano titled *Cupiagua*. As a whole, the art gallery speaks of our connection and admiration of nature during these trying times.

To close this editorial, we finish by expressing our gratitude to all of you who continue to be part of our lives and academic community. Though the current pandemic has physically distanced us, it has brought us closer as a family. We hope that with this issue you can share and enjoy the research, creativity, and imagination that defines us as human beings.

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