



editorial

Dear readers, family, and friends,

We begin this issue by first thanking you for accompanying us throughout the years. We appreciate your comments, contributions, and warm wishes during these trying times for all of us. We would like to extend a hug from the distance and hope we can see each other in person soon!

For this issue, we wanted to focus on Language Socialization. According to Baquedano-López and Kattan (2007), "The Language Socialization paradigm views language shift as both a product of and an influence upon practices of socialization. Language shift coincides with sociocultural change in multifaceted and dynamic ways" (p. 80). Without a doubt, Enletawa Journal has witnessed the dynamic shift in language and research within our multilingual communities. Enletawa Journal has become a space to question, rethink, and invite the community to contribute to academia as producers and influencers.

Because of this, the authors that contribute to our journal are social actors of change. Their voices shed light on the real-life experiences lived within our contexts. At the same time, their unique forms of expression invite us to rethink and reimagine new ways to present research and contribute to the current shift in our society, culture, and hearts.

The current issue begins with a continuation of the Letters to the Editor. Earlier this year, we invited students, teachers, and parents to write about the experiences they are facing with the pandemic and education. Their thoughts, which we called a *Collection of Experiences*, are an expression of voices that highlight the struggles and triumphs that our community has faced during this time.

We continue our issue with a literature review written by **Jair Ayala Zárate**, a professor of the master's program and doctoral student of the Doctorado Interinstitucional en Educación at the Universidad Distrital Francisco José de Caldas. His article, which is titled *An Approximation to What Language Immersion Programs are Like*, describes the history of immersion programs, as well as how the language and objectives have changed over time. Finally, he takes a look at immersion programs from a decolonial standpoint, thereby, inviting us to continue researching about this topic.

The next section highlights research studies that have been completed in the Colombian context. The first article is titled *Working the Speaking Skill by Using a Web Page in English Classes*. The authors, **Ilba Yaneth Rodríguez Tamayo**, **Yelipsa Barrera Parra**, **Amanda Lizeth Burgos Jimenez**, **Adriana Lizeth Cuevas Peña**, and **Andrea Nataly Lara Vargas**, write about the challenges teachers have when implementing technology in the classroom. In order to encourage language students to develop the speaking skill, the authors designed and used a web page. The web page was a useful resource that connected students to the content and their realities. Additionally, the use of Information and Communication Technology helped students feel at ease with their own learning process.

Our second research report was written by a group of undergraduate students from the Universidad del Bosque in Bogotá, Colombia. The article is titled *TBL Through Music to Foster Students' Lexical Competence*, and it is written by **Luisa Fernanda Ladino Herrera, Geraldine Pérez Molina, Heiryn Dayanne Hernández Prieto,** and **Paula Andrea Gomez Villalba**. The study looks at the use of Task-Based Learning and music to understand students' lexical competence. The authors conducted their project at a primary school in a public institution under the Escuela Nueva/Escuela Activa model. The results show how students were able to remember words in English based on the music they heard.

For this issue, we also continue with our Reflective Essays section. Modern Languages student, **Daniela Alexandra Yepes Gonzalez** draws us into a personal experience she had in an English practicum class, where her teacher asked her what understanding something meant. To answer the question, she turned to multiliteracies and comprehension through lived experiences. The author concludes by telling us how she has adapted these concepts in her own teaching practice.

We continue with our Creative Writing section, which remains as a platform for freedom of expression and thought. Our first narrative, *Cabeza*, is written by **Daniel Alejandro Álvarez Contreras**, a Modern Languages undergraduate and student representative. Daniel uses vivid and enticing language to explore the relationship between our mind and our thoughts. Through personification, the author helps us understand the realities of depression.

The next story is titled *No One But You*, and it is written by **Maria José Martínez Giraldo**. The author is in her eighth semester in the Foreign Languages program at the Universidad Pedagógica y Tecnológica de Colombia. Maria wrote the short story as part of an assignment for her English Children's Literature course. The author tells the story of a young girl, Olivia, who is restricted from pursuing her dreams. Nevertheless, her father supports her, thereby, showing us the importance of helping young women pursue their goals and encourage them to be who they want to be.



Diana Alejandra Maldonado Higuera, a Modern Languages student, introduces her poem *Vida*, which takes us through a journey of emotions and words.

Our last section, The Art Gallery, presents the work of two new artists: **Gloria Lizeth Barón** and **Juan Sebastian Ramos Ayala**. **Gloria Lizeth Barón**, a student in the languages program, painted the first piece, which is titled *Masks*. We want to highlight this oil on canvas because the artist represents a poem titled *We Wear the Mask* by Paul Laurence Dunbar. Though the poem was written from 1872 to 1906, the poet speaks of the hardships of racism and discrimination in society that resonate with us today. The current reckoning of protests around the world to stop systemic racism makes Gloria's piece more relevant than ever.

The second piece was taken by Juan Sebastian Ramos Ayala, a student from the Universidad de la Salle in Bogotá, Colombia. His photograph is titled *El arte es perturbador*. Additionally, you can find original art and yarn work throughout the journal painted and crocheted by our editorial assistant, **Anna Carolina Peñaloza Rallón**. The images of the windows and plants are meant to represent how we are all staying at home together. The colorful yarn is a representation of the new things we have learned during the pandemic and the relationships we continue to weave despite the distance.

To conclude, we want to thank all of our authors for contributing to our journal and for helping us question, rethink, and rediscover research as an expression of ourselves and communities. We want to invite all of you to continue being part of our family as readers, writers, innovators and influencers in our academic community. We also want to invite you to keep sharing, fighting, and shifting language, education, and research for a stronger and more inclusive tomorrow!

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

References

Baquedano-López, P., & Kattan, S. (2007). Growing up in a multilingual community: Insights from language socialization. In P. Auer and L. Wei (Eds.), *Handbook of multilingualism and communication* (pp. 69-90). Walter de Gruyter.

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