

# editorial

Usualmente nuestras editoriales son en inglés. Sin embargo, esta editorial quisimos escribirla en español y en inglés a fin de reconocer la diversidad de lenguas y conocimientos.

Enletawa Journal se ha convertido en una publicación que ha permitido llevar a cabo diálogos continuos entre diversos actores sociales. Es decir, nuestra revista nos ha dado la posibilidad de acompañar nuestros procesos formativos al entrar en diálogo permanente con el otro (Valtierra-Zamudio, 2012).

Este diálogo académico y personal entre formadores, maestros y estudiantes implica posicionamientos. Así, “situarse y posicionarse es ser consciente de mi identidad y otredad frente a otros individuos, es comprender a otros individuos, sus ideales e intereses” Valtierra-Zamudio, 2012, p. 116). Este diálogo conjunto ha permitido enriquecimiento y cuestionamiento mutuo (Agudelo & Estupiñán, 2009). Por esto, el diálogo con el otro, que se ha fomentado a través de nuestra publicación, ha sido de confianza, de valoración del otro, de curiosidad, sensibilidad y crecimiento mutuo.

Los artículos que presentamos en este número nos permiten comprender otras realidades y ver el mundo de otra manera.

Al respecto tal como lo indica Gadamer (2001), el comprender implica no poder creer en lo que creía antes, y en consecuencia, mirar el mundo de otra manera.

In *Enlletawa Journal* we have been fortunate to come out of strong professional networks that have nourished us over the years. Thanks to all the reviewers and authors that have worked with us over the past several years, we have been able to flourish as an academic journal that presents articles of teachers who have realized that writing is a possibility to act autonomously and echo their voices in the development of the pedagogical experience.

In this volume, we share stories from diverse corners of Colombia. Thanks to the many teachers who care about their students and who work tirelessly to make publishing happen. We are glad you wanted to share your experiences with us because, without any doubt, teachers are an important part of the teaching processes because what teachers say and do impact students' lives.

This volume starts with an article by Professors Gladys Saavedra and Sergio Sánchez from the International Language Institute at the Universidad Pedagógica y Tecnológica de Colombia. Their article "Perceptions of Students and Teachers in an English Course: Reconstructing a Syllabus" explores an upper-level English course and how the teachers and students feel about its layout and contents.

Our second research report was written by Professors Angela Carrasco, Jenny Gómez, Sussan Samacá, and Esther Tamayo. The authors are graduates from the Bilingual Education with an emphasis in English Teaching program from the Universidad El Bosque, and they provide a unique perspective to their article "Pre-service Teachers' Perceptions on Governmental Suggested English Curriculum in Rural Areas". Through their study, they were able to collect pre-service teachers' voices in regard to their teaching practicum, rural education, and the Suggested English Curriculum.

We continue with a literature review by Professor Yolanda Samacá Bohórquez titled "Exploring the Landscape of Researching the Teaching Practicum in the ELT Context". The author defines terminology related to the teaching practicum, while taking us on a journey through its history and impact in the Colombian context. She invites us to reflect on the teaching practicum from a decolonial perspective that challenges traditional ideas from the Global North. We recommend reading the previous research report and Professor Samacá's literature review together, as they complement each other in the theoretical and practical aspects of the teaching practicum.

For our reflective essays section, we begin with Luis Alejandro Novoa Romero with his work titled "Education in Times of the Pandemic COVID 19". In the essay, the author talks about the role of ICTs in maintaining educational processes during the pandemic.

Mariana Ramírez Sánchez contributed to our second reflective essay, which she has titled "¿Cómo comprometer el potencial del estudiante? Proporcionar aprendizaje a partir de las diferencias". This enlightening essay begins with the author's personal experience as a teacher and her goal to make sure each student has the opportunity to succeed.

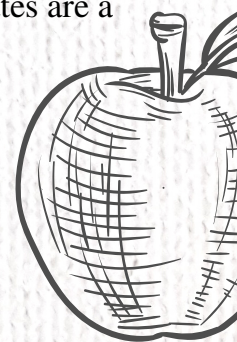
The reflective essays finish with a paper titled "Colombia, Educación Inexorable". The author, Julián Andrés Alarcón González, is an undergraduate student in the new Modern Languages with an emphasis in English program at the Universidad Pedagógica y Tecnológica de Colombia. In his work, he analyzes the role of the teacher and its social importance in today's political climate.

In the Creative Writing section, we want to highlight the contributions of the first cohort of the Modern Languages with an emphasis in English program at the Universidad Pedagógica y Tecnológica de Colombia. As part of their storytelling course, they have submitted several original pieces to share in this issue. Lina Acuña wrote a poem titled "Everything". Jennifer Benavidez has submitted a true account narrative, which she has named "My Four-Legged Brother". Finally, Maria Shera Sofhia Lopez Becerra has written a narrative titled "The Stumble of a Comedian". We thank the first cohort for their contributions, as they help the journal continue to share new voices and talents with the community.

In addition to the previous contributions, Heiner Gómez and Erika Morales wrote the story "A Common Traditional Woman's Life Story". Finally, Daniela Medina authored the children's story "The Dark Moon" with her own original artwork and design.

Our Art Gallery continues to be a favorite among our readers. In this issue, we count on a drawing and two photographs displaying the beauty of nature and the world around us. We begin with the work of a local artist, Julián Esteban Aguirre Ramos, who contributed to our journal in the last issue. This time, he has submitted an original drawing titled "El gato contra el mundo". Juan Sebastián Ramos Ayala authored the photograph "Volando sobre el ocaso". Meanwhile, Manuel Patiño from the first cohort of the new Modern Languages with an emphasis in English program at the Universidad Pedagógica y Tecnológica de Colombia sent in a photograph titled "Our Amazing World" along with a reflection.

Finally, we would like to address the design and cover page for this issue. Ana Olga Rallón, a student in the Master's in Language Teaching at the Universidad Pedagógica y Tecnológica de Colombia submitted her drawing for the cover page. To read her reflection about the drawing, you can check out the first page of this issue. The color yellow was selected by our design team to represent new hope. After the thunderstorm, we can see the sun shining through the clouds. Likewise, we shall see new hope and horizons emerge from the pandemic. The canvas represents the incredible talent that has helped fill our empty pages over the years. The floral silhouettes are a representation of the diversity that each one brings to our profession.



With this final reflection, we just want to thank you once more for being part of our community. We hope you enjoy, reflect, and join us in the conversation as you peruse the pages of the current issue.

**Bertha Ramos Holguín and Anna Carolina Peñaloza Rallón**

Journal editor and assistant to the editor

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