

Dear readers, friends, and family,

In today's world, there are strong pressures to dehumanize education. Educative institutions tend to use vocabulary that is more related to the industrialized world. Concepts such as methods, standards, effectiveness, competences, models are being naturalized. It seems to be that in education, day by day, institutions accept the criteria of efficiency without a question.

In spite of this, teachers echo their voices to show that what educative institutions should focus on is increased humanism. In this volume of the *Enletawa Journal*, we acknowledge the voices of those teachers who want to understand their students' lives and their socio cultural realities. In other words, our authors in this volume are more interested in the *who* of teaching instead of the *what* of teaching.

Our authors often teach in extremely different social contexts, and their backgrounds greatly differ. Nevertheless, what they have in common is more important than those differences. They teach in ways that respect and honor their students' experiences, and they fight standardization and instrumental views of education. The teachers who wrote for this volume love their students, and they care about them. Van Manen (2015) asserts that "each of us can also recognize what good pedagogy can do when we gratefully acknowledge the love and care we received from a mother, father, teacher, or some other significant adult who worried about us and was there for us when needed" (p. 16).

In this volume, we are delighted to present the authors whose papers represent love and caring as the main principles when understanding what pedagogy means. Our volume begins with a research report titled, "Not Easy Being "Me": Deconstructing Foreign Language Teachers' Self Through Collaborative Autoethnography" written by **Juan Camilo Hernández Victoria, Laura Daniela Díaz González, Franz Stehf Méndez Garzón**. The authors, undergraduate students from the Universidad Surcolombiana, explored policies and factors that affected their student and teacher selves. **Kevin Andrey Melgarejo Leon**, a former student of the Escuela Normal Superior Oiba, wrote the article "Video tutoriales para el fortalecimiento del Inglés en Escuela Nueva del municipio de Oiba, Santander". Here, he worked with a group of nine teachers to introduce video tutorials on technological strategies for their classrooms. The author found that the teachers were excited and willing to use technology in the future.

In the literature review section, **Jairo Enrique Castañeda Trujillo** invites us to reflect on the trajectory of Initial English Language Teacher Education in Colombia. Additionally, the author discovered the current interest in decolonial and critical positions, as well as teacher identities and critical pedagogies. In his article "English Language Teacher Education and Subject Constitution: A State of the Art", **Alejandro Mauricio Dávila Rubio** talks about research on English Language Teachers Educators' (ELTEs) identity. In doing so, he helps make visible the subject constitution of ELTEs. We are also excited to present an article titled "LGBTQ Teacher's Identities Within Heteronormative School Environments" by author **José Antonio España Delgado**. The author illustrates the current situation with LGBTQ teachers in heteronormative environments, as well as the (re) construction of supportive spaces in the Colombian school context.

The Reflective Essay section of our journal has seen an increase in submissions. For this volume, the topics are related to teaching during Covid-19, gender equity, and mental health. **Martha Patricia Gonzalez Chirivi** from the Universidad del Bosque wrote the article "Teaching English After Covid-19: The Impact of Interdisciplinary Learning". In her paper, the author explores interdisciplinary teaching as an alternative to the traditional classroom. In his essay, "Equidad de género en Colombia: Una mirada holística de este problema sociocultural", **Jhonatan Vásquez-Guarnizo** provides a reflection on our role as teachers in including and teaching social issues in our contexts. Finally, we have dedicated a special section to the work of third semester Modern Languages students titled "First Traces to Writing Academically: The Crafts of my Third Semester Students". This section begins with an introduction from their teacher, Dr. Bertha Ramos-Holguín, and continues with the work of **Hernan Dario Gomez Coronado, Diana Paola Galindo Caro, Juan Sebastián Amado Rodríguez, Angie Cubillos Castañeda, Héctor Ángel Vega Pérez, Julián Andres Alarcon, David Esteban Molano Amaya, Angie Mariana Díaz Estupiñan, Hernan Steven Cardenas Castro, Juana Sofía Rodríguez Reina, and Mateo Adolfo Suarez Pulido**. Together, the third semester students showcase mental health from different perspectives and angles.

In our Creative Writing section, we begin with author **Maria Alejandra Ramos Ayala** and her piece "El Primer Momento de la Mañana". Next, **Anna Carolina Peñaloza Rallón** shares how she lives her feminism in a poem. Afterward, we highlight the wonderful work from local artists that range from high school students to academic scholars, who participated in the "Read with me: Celebrating our Local Literacies" event. Here, we have the honor of presenting first time authors **Karen Damaris Sánchez Galeano** with "Olivia's Story" and **Brigith Acevedo Tirado** with "Purple". One of our M.A. in Language Teaching students, **Camila Palacios Olarte**, pays tribute to the woman who inspires her in "The Morning Smile". **Manuel José Martínez Carvajal** envelops us in the beautiful imagery of "Los Vanagloriosos Martirios". Meanwhile, **Finn Ale Álvarez Contreras** opens the door to his inner world, while **Jhonatan Vásquez-Guarnizo** takes us on an emotional journey titled "HIM".

As we close this volume, we find ourselves in great admiration for the authors and community who have inspired us to keep writing and changing our contexts for the better. It is in their words and imagery that we are motivated to teach and be taught with love and compassion for others.

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

References

Van Manen, M. (1998). *Pedagogical Tact*. Paidós.

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