

Foreign Language Teaching

Dear readers, friends, and family,

The present issue is yet another milestone in the years of collaboration between Universidad Pedagógica y Tecnológica de Colombia and Universidad Veracruzana. Our experience has shown us that the best way forward for the development of academic institutions and scholars is collaboration and cooperation in joint ventures, whether they are co-authored articles, organization and participation in conferences, teacher and student exchanges, or co-advising students working on their dissertations, to name a few instances. Instant communication through the Internet, computers and mobile devices, has made it easier to share papers, carry out projects, participate in research groups, and work together on papers written by people living in different countries.

In this issue, we are honored to present you with six articles in four languages, French, Spanish, English, and Portuguese, which bears witness to the international character of Enletawa Journal, as well as its openness to the academic community. I feel positive that, as teachers, professors, and researchers, whether in Colombia or in Mexico, we all face common problems. By sharing what we all are doing in our corner of the world to solve them, our students will benefit and grow, and we will grow with them.

In our first research report for this present issue, **Reymundo Cruz Cruz** and **Emma Hilda Ortega Rodríguez** share a reading-writing intervention experience with monolingual students in Tseltal, a language spoken in the municipality of Yajalón in the state of Chiapas, in southeast Mexico. Reymundo and Emma

provide a landscape about problems concerning Spanish language learning in a group of students, agents of their own knowledge. Tselal, the students' L1 represents not just a communicative channel, but also a pedagogical tool for learning Spanish, a language alien to the reality of the linguistic community in question.

We continue our issue with a research report by **Esther Arellano Calva**, who explores the results of a case study regarding a student with Asperger's syndrome learning French as a foreign language. Esther highlights the didactic teaching strategies, developed with the assistance of a psychologist and a neuropsychiatrist, that favor language learning and allow her students to communicate in the target language.

Our next research report, by **Enrique Vez López** and **Lucero Abad Pérez**, provides an account of the implementation of an inductive approach to teaching grammar at a public institution in the north of Veracruz, Mexico. The results reveal that the students were accustomed to receiving deductive instruction and acting passively in the classroom. Thus, the teacher's role needed to change to one that involved more encouragement on the part of the teacher so that the students could develop their problem-solving abilities, improve their language skills, and apply their knowledge of grammar to more realistic situations.

In our theme review section, **Márcia Tscherkas** backs up her claim that food is a cultural vehicle and product. She analyzes the occurrences, in four humorous Brazilian chronicles, of culturally loaded lexis as related to the most iconic dish of Brazilian gastronomy: *feijão com arroz* (beans and rice). She points out that we can find other uses of *feijão com arroz*, conveying a sense of completeness, sameness, and triviality, and explores, jovially, the relevance, for some Brazilians, of what comes on top, the rice or the beans.

In this section, readers will also find **Diana Iveth Sánchez Hernández's** review of the current literature and official websites explaining the use, function, and importance of the self-access centers of the Universidad Veracruzana. She provides an account of how these centers were first conceived and how they function. She also analyzes the role of the teacher-advisor as an advocate of

autonomous learning who provides guidance so that students become self-sufficient learners who can develop their own learning skills independently.

Finally, we wrap up the present issue with original research by **Shahira Saad Luna**, a French as a foreign language teacher who reflects on the fact that oral production can be hindered by insufficient vocabulary, lack of sound basic grammar structures, and a fear of making mistakes when communicating in French. Children, of course, are not the exception. Thus, she engaged in identifying the linguistic needs of a group of young children to produce speech. Thanks to this, the elements hindering oral production were identified and dealt with properly.

I really hope our readers will find the articles interesting, and hopefully, the topics here discussed will resonate with the issues they have to deal with in their contexts and practice. I want to close by acknowledging the warmth and welcoming spirit of Enletawa Journal's chief editor, **Dr. Bertha Ramos Holguin**, for extending the invitation to the professors and researchers of Universidad Veracruzana to collaborate in this present issue and share with our readers the fruits of their research endeavors.

Sincerely

Enrique Vez López

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