

Editorial

“...building new cultures of evidence and inquiry in teacher education has the potential to be transformative and revitalizing, especially if these cultures are guided by shared beliefs about the purposes of schooling in democratic societies and about the roles teachers and teacher educators can play in social change”¹.

The necessity of foreign languages learning has increased substantially due to the advancement in mobility not only in the educational field, but also in the professional aspects of our society. Thus, being proficient in more than one language allows members of societies to have access to better life opportunities. Within this paradigm, language teachers and learners face more challenging practices not only in terms of achieving learning goals, but also regarding the quality of the teaching learning processes.

In order to ensure successful results in terms of developing a foreign language communicative competence, teachers have become more aware of the core role reflection has in our practices. As pointed out by Cochran-Smith and the Boston College Evidence Team (2009), by enquiring and evidencing reflective processes we might renew and invigorate our teaching practices so that, both, teachers and learners become active transformative agents of educational processes. One way of evidencing reflection and action in our classrooms is systematizing and socializing research and innovation experiences in journals so that we keep constructing research communities.

In this spirit, ENLETAWA Journal provides pre-service and in-service teachers, researchers and novice researchers a space to share the products of their research, reflection and innovative experiences.

To face the challenge of making ENLETAWA Journal 3 a reality we were supported by Edward Littlefield, Nicholas Cumberbatch, Kailey Lopian and Jonathan Hemming, the former and current English language assistants of the School of Languages at Uptc, who contributed with the technical revision of some of the academic products included in this issue. I also want to acknowledge the efforts and commitment of the editorial committee.

The third issue of ENELTAWA journal has been organized in three sections: research report, reflections and creative products. Thus, the reader will find seven articles based on research experiences, two articles based on reflections and one tale.

The first section, research reports, begins with a paper related to non-English teachers speaking skill improvement. This is an action research project developed by Fredy Dueñas which aims to unveil the impact that the implementation of a learner-centered curriculum based on English speaking-oriented workshops has on eleven non-English teachers' speaking skill. The results of the study evidence that through the use of speaking-oriented practices in the workshops, the participants could reflect on their foreign language learning process while cooperative and autonomous skills were enhanced.

The next article, by Cristinas Hurtado, focuses on the exploration of seven graders written discourse competence when implementing creative writing activities. A semi-structured interview, students' artifacts and a final test were the data collection instruments implemented

¹ Cochran-Smith, M. & Boston College Evidence Team. "Re-Culturing" Teacher Education: Inquiry, Evidence and Action. *Journal of Teacher Education*. (2009). 60(5), 458-468.



in this study. The findings highlight students' writing discourse competence improvement in terms of coherence through the use of various strategies.

The third paper also addresses students' production but in terms of compositions and oral presentations of rhymes in a literary show. Carmen Julia Buitrago stresses how students' participation in a literary show through their written and oral compositions was beneficial for their pronunciation improvement.

Leidy Marcela Chacón and Leidy Tatiana Báez, two pre-service teachers from the school of languages at Universidad Pedagógica y Tecnológica de Colombia, report a study conducted with a group of university students in a sociolinguistic class. The aim of the experience is to identify the relationship between students' learning strategies and memory. The main findings reveal how, both, personality and socio-cultural factors influence participants' selection of learning strategies.

The fifth paper accounts for the results of an intervention based on IELTS test training workshops and their impact on university students' progress in the test. Hilda Medina Peña collected data through students' IELTS tests, students' surveys and reflections. Findings highlight that through the workshops implemented, participants could develop important skills in relation to test taking as well as reflect upon their learning process.

The last two research experiences in this section focus on implementations of the CALLA model of strategy training in multiple contexts. Lucimaver González, Yolima Patricia Aponte and Laura Sofía Cuervo, M. A. candidates, write about the use of predicting, imagery, inference, transferring and problem-solving in reading comprehension. The findings revealed that the implementation of the project raised students' interest and motivation towards reading activities in addition to increasing their reading comprehension level.

In the same spirit, Carolina Carvajal, Diana Vera, Diana Díaz and Luz Angélica Murcia inform about the relationship between an implementation of a cluster of learning strategies such as activating prior knowledge, making prediction and checking guesses and participants' reading process. Results of this study demonstrate that the learning strategies used eased students' reading skill.

In the next session, reflections, John Jairo Viáfara shares a paper with an exhaustive literature revision and analysis regarding first and second language acquisition processes. The discussion considers cognitive, affective and socio-cultural factors that impact on L₁ and L₂ acquisition. Furthermore, the author pinpoints significant similarities and differences underlying such processes.

The second reflective paper, by Mary Addison Romero, ponders about the effects of linguistic imperialism in foreign language teaching and learning. This paper consolidates an interesting discussion regarding how linguistic imperialism is mirrored in Colombian language policies.

The last paper of the current issue is the creative product by Jahir Aguirre and Bertha Ramos, the tale entitled "A version of a Story". This short story encompasses fiction and reality.

I hope the language academic community enjoys the third issue of ENLETAWA Journal and that the papers included generate reflection, transformation of practices and further research in our area.

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